

# SOCIAL EDUCATION

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## *Emphasis on the Bill of Rights*

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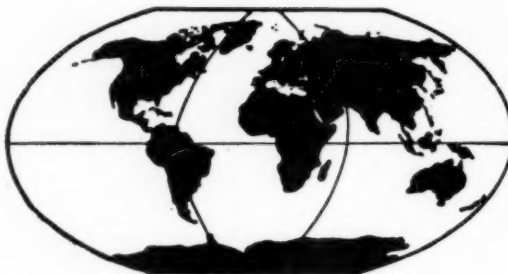
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## Editor's Page

### GHOSTS

**I**F THE Bill of Rights were put to a vote," the Chief Justice of the Supreme Court commented during those troubled days when Senator Joseph R. McCarthy was tramping roughshod across the land—"If the Bill of Rights were put to a vote, it would lose."

If the Bill of Rights were put to a vote today, two and a half years after McCarthy's death and five years after he vanished from the headlines, it might still lose. Such, at least, is the disturbing conclusion one is compelled to draw from the study carried on by Paul Nash and reported in this issue of *Social Education*.

To what extent, if at all, is Joe McCarthy responsible for this situation? The very question invites heated controversy. When early last summer Richard H. Rovere's biography, *Senator Joe McCarthy* (Harcourt, Brace and Company, \$3.95) appeared in the bookstores and jumped immediately onto the best seller list, it was as though time had been rolled back and the voice of McCarthy himself once again could be heard: "Point of order, Mr. Chairman, point of order. . . ." Old wounds bleed afresh now that the bitter argument is reopened. McCarthy was a scoundrel, a demagogue, a traitor. McCarthy was the greatest of living Americans, or, as Fulton Lewis, Jr., once put it, "To many Americans, McCarthyism is Americanism."

In part, the bitterness of the present argument is a tribute to Rovere's skill as reporter and writer. In his biography, Rovere brings the past to life, and McCarthy's ghost emerges from the pages with all the Senator's sound and fury.

But one has the feeling that even a mediocre book would have revived the ghost of the controversial Senator, for what we read *into* the written record is as important as the record itself.

When Joe McCarthy was riding the crest of the wave, back in January 1954, a Gallup Poll showed that 50 percent of the American people held a generally "favorable opinion" of the Senator, and 21 percent had "no opinion" of him. Although McCarthy never recovered from the Army-McCarthy hearings and the subsequent 67 to 22 vote of "condemnation" (not "censure")

by his colleagues in the Senate, millions of his followers never deserted him. "Indeed," Rovere writes, "in death he seemed to have an even securer place in the affections of his supporters than he had when he was at the peak of his powers. . . . I first encountered the full wrath of the McCarthyites in 1958, when I published an account of the last days of his life and an estimate of his character for *Esquire*. Then the furies descended. I have half a file drawer full of suggestions that I walk into the Atlantic Ocean until my hat floats, that I ask God's forgiveness for my acts of desecration, that I buck for the next Stalin Prize, and so forth."

There are, of course, millions of people who continue to believe that McCarthy was a more deadly menace to the values that lie at the very heart of the American way of life than the enemy he purported to be fighting. A UPI dispatch from Paris, dated October 5, reported that Henri Laugier, former United Nations Deputy Secretary-General, attributed the United States' lag in the space race to the loyalty inquiries conducted by McCarthy and to the continuing U.S. interservice rivalry. Noting that he had lived in the United States during that "dark period," the French diplomat said there had been a "frightful waste of Western gray-matter" because of America's failure to cooperate more closely with European scientists. The loyalty investigations, he said, had driven the "best scientific brains into a state of anxiety."

Rovere himself presents a somewhat more tempered evaluation. "McCarthy offered a powerful challenge to freedom," he writes in the final sentence of his book, "and he showed us to be more vulnerable than many of us had guessed to a seditious demagoguery—as well as less vulnerable than some of us feared."

We are glad Rovere's *Senator Joe McCarthy* reached the best seller list. Either we believe in the Bill of Rights, or we don't. There is no middle ground, for the moment we compromise with freedom we start down the long road from which there is no turning and which leads us in the end to the enslavement of body and mind and soul. This is the issue McCarthy made us face up to. The issue is not settled.

# Freedom of Expression: A Constant Dilemma

Henry J. Abraham

## THE MEANING

**F**REEDOM of expression signifies the freedom to communicate. In other words, it comprehends the ability to express oneself orally or in writing without *prior* (previous) restraint, and, if the expression is truthful, non-libelous, non-slanderous and non-defamatory, even *after* the utterance—be it oral or written. Actually, much more is meant by freedom of expression than simply speech or press: included within these concepts are a host of other civil liberties, as for example the right to picket, which is really a mode of communication as much as speech and press, and the right of assembly and petition. For our present purposes, however, the problem is lumped under the general concept of “freedom of expression.”

## HISTORICAL CONSTITUTIONAL POSITION

On the national level of our federal government, the original Constitution, which was ratified in 1789, contained no expressed guarantee for and no restriction against freedom of expression, with the exception of the famous—or infamous, depending upon the point of view—immunity for members of Congress.

In 1791, the Bill of Rights to the U. S. Constitution was adopted, headed by the First Amendment; but the judicial development of civil liberties did not really gel on the national scene until the passage of the Espionage Act of 1917, just prior to our entrance into World War I. If we overlook for the moment the executive suppression of civil liberties in the Civil War, the sole earlier exception to any attempted stifling of the freedom of expression came with the Alien and

Sedition legislation of 1798. That legislation was, indeed, a clear exception, but one that was effectively repudiated by the results of the election of 1800.

In other words, there was really no encroachment upon freedom of expression and thus no major problem—at least not on the national level of government—for some 125 years, until the passage of the Espionage Act in 1917. Then, however, the proverbial fat was in the fire, as will be described presently.

But first, what about the application of the First Amendment—freedoms of expression to the several *states* of the Union? At the beginning, no problem existed. It was widely believed that the Bill of Rights would, as a matter of course, apply to the several states as well as to the national government, especially since it was the states that, after all, had actively insisted upon its adoption. However, in 1833, Chief Justice Marshall addressed himself to the question, and thereby introduced the problem, in the celebrated case of *Barron v. Baltimore*,<sup>1</sup> in which the U. S. Supreme Court held that the City of Baltimore, acting under the authority of the State of Maryland, could deprive the citizens of Baltimore of their personal property without “just compensation,” *despite* the existence of the “due process” and “eminent domain” safeguards, as stated in the Fifth Amendment. As Marshall put the matter for his Court:

We are of the opinion, that, the provisions in the Fifth Amendment to the Constitution, declaring that private property shall not be taken for public use without just compensation, is intended solely as a limitation on the power of the United States, and is not applicable to the legislation of the states.<sup>2</sup>

This seemed to settle matters for a while.

In 1868, however, some 35 years after *Barron v. Baltimore*, the Fourteenth Amendment was adopted with wording similar to, and in fact expanding upon, that of the Fifth Amendment; and

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<sup>1</sup> 7 Pet. 243 (1833).

<sup>2</sup> *Ibid.*

shortly after the Civil War the U. S. Supreme Court was confronted with a question of highest importance to our federal system: Did the Fourteenth Amendment have the effect of incorporating the federal Bill of Rights, either through its "privileges and immunities" clause or its "due process" clause? A 5:4 decision by the Court in the famous *Slaughter House cases*<sup>3</sup> held that the doctrine of *Barron v. Baltimore* was, in effect, still the law of the land, against the challenge that a Louisiana statute deprived citizens of the United States of "privileges and immunities" secured by the letter of the United States Constitution.

The Supreme Court rigidly adhered to this interpretation of the Fourteenth Amendment until the 1890's, when it began to incorporate *property rights* and the concept of *liberty of contract* as substantive aspects through the "due process" clause of the Fourteenth Amendment. Corporations, by judicial pronouncement, had now become "persons"! (This is somewhat ironical when one recognized that the avowed main purpose of the Fourteenth Amendment was to safeguard the rights of the Negro who had just been freed from slavery by the Thirteenth Amendment in 1865.) But a majority of the Court steadfastly refused to give a similar interpretation to the substantive freedoms of expression for more than a quarter of a century after the above-mentioned liberty of contract and property rights interpretation, despite constant and eloquent calls—in dissents—for just such an expanded meaning by Justices Harlan, Holmes and Brandeis.

But in the early twentieth century the great reversal gradually began to become apparent. In a famous decision, *Gitlow v. New York*<sup>4</sup> (although the majority's decision went against Gitlow) Mr. Justice Sanford, speaking for a divided Court, wrote:

For present purposes we may and do assume that freedom of speech and of the press—which are protected by the First Amendment from abridgment by Congress—are among the fundamental personal rights and "liberties" protected by the due process clause of the Fourteenth Amendment from impairment by the states.

Two years later, a Kansas criminal syndicalism statute, similar to that upheld in New York, was struck down by the Supreme Court in *Fiske v. Kansas*,<sup>5</sup> with the Court reiterating the new doctrine. This "carry-over" or "nationalization" doctrine of freedom of expression became complete

in 1931 in the case of *Near v. Minnesota*,<sup>6</sup> when the Supreme Court, in a 5:4 decision, struck down that state's "gag-press" law, which had provided for the padlocking, via the injunctive process, of newspapers publishing "scandalous, malicious, defamatory or obscene" material. Holding this statute to be an unconstitutional prior restraint on freedom of the press, and thereby a violation of the First Amendment, as applied by the "due process" clause of the Fourteenth, Mr. Chief Justice Hughes declared for the majority of the 5:4 count:

It is no longer open to doubt that the liberty of the press and of speech is within the liberty safeguarded from invasion by state action.<sup>7</sup>

The "carry-over" doctrine was in a sense judicially "codified" by Mr. Justice Cardozo's significant opinion, for a majority of eight, in *Palko v. Connecticut*<sup>8</sup> in 1937, in which he referred to a listing of certain rights, including the freedoms of speech and press, as being essential to "a scheme of ordered liberty." These, he wrote, are so vital to the preservation of our democratic system, that they stand upon "a different plane of social and moral values." Referring particularly to freedom of expression, he said: "It is the matrix, the indispensable condition of nearly every other form of freedom."<sup>9</sup>

#### THE PROBLEM IN FOCUS

However, no matter how sweeping and unequivocal the guarantees of the First, and, by implication, the Fourteenth Amendments may be, they are, of course, *not* absolute. Picketing, for example, may be an expression of freedom of speech, but not mass picketing. Yelling "fire" in a crowded theater is freedom of speech—providing there is a fire; but if the call is false, it represents not freedom of speech, but license. Actual incitement to the overthrow of the United States government by force and violence in the realm of actions is not freedom of speech; the *theoretical* advocacy of such overthrow, on the other hand, is now considered such freedom. Calling someone "Goddam racketeer" and "dirty Fascist" is not freedom of speech; calling a convicted thief "thief" or "crook" presumably is.

In other words, it is plain that the rights protected in this area of freedom of expression are certainly not absolute; hence, common as well as statutory law have, over a period of years, im-

<sup>3</sup> 16 Wall. 36 (1873).

<sup>4</sup> 268 U. S. 652 (1925). (Italics supplied.)

<sup>5</sup> 274 U. S. 380 (1927).

<sup>6</sup> 283 U. S. 697 (1931).

<sup>7</sup> *Ibid.*

<sup>8</sup> 302 U. S. 319 (1937).

<sup>9</sup> *Ibid.*

posed a number of limitations. In the United States, these limitations, now almost exclusively of a statutory nature, have occurred on both the national and state levels of government, in variously increasing rates, since the days of World War I.

For example, the United States Congress has the power—and it has employed it widely, particularly during periods of national emergency—to make laws curbing seditious utterances and providing against subversion generally. Since 1940, in the area commonly viewed as that of the Communist problem, Congress has passed three important pieces of anti-Communist legislation, commonly known as: The Smith Act of 1940, The Internal Security (McCarran) Act of 1950 (passed over President Truman's veto), and the Communist Control Act of 1954. The problem is where to draw the line between the freedom of expression of the individual and the right of the Nation to guard itself against subversion. Not only *where* to draw the line, but *who* shall draw it, are problems that call for a veritable Solomon. The abbreviated, summarized illustrations that follow are just a few of the well-known cases in which the United States Supreme Court has tried so hard—amidst a chorus of cheers as well as jeers—to come to terms with that vexatious matter:

1. (a) *Saia v. New York*<sup>10</sup> (1948). A case involving the Jehovah Witnesses, in which the Chief of Police of Lockport, New York, had been given discretionary power—with no apparent standards defining this discretion—to license sound trucks and amplifying equipment in parks. In a 5:4 split decision, written for the majority by Mr. Justice Douglas, the statute was held unconstitutional as an illegal prior restraint upon freedom of expression.

(b) But a mere eight months later, in *Kovacs v. Cooper*,<sup>11</sup> a case this time involving the Progressive Party, a Trenton, New Jersey, ordinance, which prohibited outright operation of sound trucks that emitted "loud and raucous noises" was at issue. With Mr. Chief Justice Vinson switching to the other side, the 5:4 decision, authored by Mr. Justice Reed, now upheld the Trenton ordinance. Reed distinguished the *Saia* case on the grounds that there was no such discretionary power extant in the ordinance. This raises the interesting questions of what is "loud and raucous" and how can a sound truck be other than "loud and raucous"?

2. (a) In *Kunz v. New York*<sup>12</sup> the Court, by an 8:1 vote, reversed the disorderly conduct conviction of a religious speaker who had held a highly inflammatory<sup>13</sup> outdoor meeting in New York City without a permit, which he had sought and been refused. Chief Justice Vinson's opinion for the Court held that the New York City ordinance gave no true guidance for the officials who administered the statute, and that the absence of proper standards constituted unlawful prior restraint.

(b) But on the very same day in 1951, the Court, in *Feiner v. New York*,<sup>14</sup> dividing 6:3, denied the free speech claim of a sidewalk orator who had used derogatory language about public officials and certain pressure groups to a crowd of some 75 or 80 people clustered about him.<sup>15</sup> *Feiner* was arrested by a policeman on a charge of incitement to riot, and the majority felt that the Syracuse statute, which provided for the preservation of order and protection of the general welfare, did not violate the constitutional guarantees of freedom of expression.

3. (a) In *Chaplinsky v. New Hampshire*<sup>16</sup> (1942), the Court unanimously upheld a New Hampshire ordinance which provided that "no person shall address any offensive, derisive or annoying word to any person who is lawfully in any street or other public place, nor call him by any offensive or derisive name." Mr. Justice Murphy's opinion for the Court held that Chaplinsky's words were "fighting words" and could properly be restrained by the carefully drawn New Hampshire statute without violating the constitutional guarantees.

(b) But in *Terminiello v. Chicago*<sup>17</sup> (1949) the Court, by a 5:4 vote, reversed *Terminiello's* conviction under a Chicago ordinance which permitted the punishment for breach of the peace of speech that "stirs the public to anger, invites disputes, brings about a condition of unrest, or creates a disturbance." The controversy resulted from a very inflammatory address by a defrocked Catholic priest, a well-known, persistent agitator and rabble-rouser, who intemperately attacked and insulted members of sundry religious, racial,

<sup>10</sup> 340 U. S. 290 (1951).

<sup>11</sup> Among *Kunz's* remarks: "The Catholic Church makes merchandise out of souls. . . . Catholicism is the religion of the devil . . . the Pope is the anti-Christ. . . . The Jews are Christ-killers. . . . All the garbage [the Jews] that didn't believe in Christ should have been burnt in the incinerators. It's a shame they all weren't."

<sup>12</sup> 340 U. S. 315 (1951)

<sup>13</sup> Among *Feiner's* remarks were several derogatory ones concerning President Truman, the American Legion, the Mayor of Syracuse, and other local officials.

<sup>14</sup> 315 U. S. 568 (1942)

<sup>15</sup> 337 U. S. 1 (1949)

<sup>16</sup> 334 U. S. 558 (1948).

<sup>17</sup> 336 U. S. 77 (1949).



and political associations and government officials.<sup>18</sup> The speech took place before a crowd of 800 in an auditorium, which was guarded by the police from a threatening mob of over 1,000 persons on the outside. Apparently rejecting the "fighting words" theory of the *Chaplinsky* case, Mr. Justice Douglas, delivering the narrowly split opinion, held that "a function of free speech under our system of government is to invite dispute," and that it may serve its purpose best when it "induces a condition of unrest . . . or even stirs people to anger." For this reason, he concluded, "freedom of speech, though not absolute . . . is nevertheless protected against censorship or punishment, unless shown likely to produce a clear and present danger of a serious substantive evil that rises far above public convenience, annoyance, or unrest." Mr. Justice Jackson, in dissent, charged that with opinions such as this the Court would ultimately convert the Bill of Rights into a "suicide pact."

4. Another vexatious field is that of obscenity. For example:

(a) In *Winters v. New York*,<sup>19</sup> a New York statute was struck down 6:0 by the Court as "vague and indefinite"; it had made it a crime to "print, publish, or distribute . . . any printed matter principally made up of criminal views, or pictures or stories of deeds of bloodshed, lust, or crime."

(b) But in 1957, again dividing 6:3, the Court upheld a federal statute<sup>20</sup> forbidding the transportation through the mails of "obscene, lewd, lascivious, indecent, filthy or vile" materials, and a state statute<sup>21</sup> forbidding the sale or advertising of "obscene or indecent matter." Here, Mr. Justice Brennan attempted to establish a new test, since known as the *prurient interests* test, reading as follows: "Whether to the average person, applying contemporary community standards, the dominant theme of the material, taken as a whole appeals to prurient interests." Among the latter he mentioned those arousing "impure sexual thoughts."

(c) Yet in *Butler v. Michigan*,<sup>22</sup> the Court unanimously threw out as a violation of freedom of expression a Michigan statute which defined as a

misdeemeanor the sale to the general public of any book containing obscene language "tending to the corruption of youth." Mr. Justice Frankfurter, writing for the Court, pointed to the absurdity of restricting adults to reading matter fit only for children, and commented that surely this was "to burn the house to roast the pig."

5. (a) Last, and currently perhaps most controversial of all, we have two famous Smith Act cases, decided some six years apart. In the first, the celebrated case of *Dennis v. United States*,<sup>23</sup> the Court, in a 6:2 decision, upheld the constitutionality of the Smith Act against the charge that it infringed on First Amendment rights of freedom of expression. Eleven top leaders of the Communist Party, U.S.A., had been indicted and found guilty of a conspiracy to teach and advocate the overthrow of the government by force and violence, and of conspiring to organize the Communist party to teach and advocate the same. Their appeal to the Supreme Court charged violations of the First Amendment.

In sustaining the Smith Act, Mr. Chief Justice Vinson's majority opinion invoked the "clear and present danger" doctrine in relation to the *conspiratorial nature* of the defendants' activities. But in so doing he joined to it the test of "*probability*," adapting the following excerpt from Chief Judge Learned Hand's decision in the United States Court of Appeals—the court immediately below the United States Supreme Court:

... [courts] in each case . . . must ask whether the gravity of the evil, *discounted by its improbability*, justifies such invasion of free speech as is necessary to avoid the danger.<sup>24</sup>

The Chief Justice continued:

... The formation by [the convicted persons] of such a highly organized conspiracy, with rigidly disciplined members subject to call when the leaders . . . felt that the time had come for action, coupled with the inflammable nature of world conditions, similar uprisings in other countries and the touch-and-go nature of our relations with countries with whom [the convicted persons] were in the very least ideologically attuned convince us that their convictions were justified on this score.<sup>25</sup>

Yet there were two passionate dissents by Justices Black and Douglas who *denied* the existence of a danger either "clear or present" enough to justify the limitation of freedom of expression, and who argued for "full and free discussion even

<sup>18</sup> Terminiello denounced Eleanor Roosevelt as "Queen of the World's Communists"; professed knowledge of a Jewish conspiracy to sterilize the entire German population through syphilis inoculations; and referred to Jews as "filthy scum."

<sup>19</sup> 333 U. S. 507 (1948).

<sup>20</sup> *Roth v. U. S.*, 354 U. S. 476.

<sup>21</sup> *Alberts v. California*, 354 U. S. 476.

<sup>22</sup> 352 U. S. 380 (1957).

<sup>23</sup> 341 U. S. 494 (1951).

<sup>24</sup> *Dennis v. U. S.*, 183 F. 2d 201 (1950). (Italics supplied.)

<sup>25</sup> *Dennis v. U. S.*, 341 U. S. 494 (1951).



of ideas we hate." Mr. Justice Black closed his dissent with the observation that:

Public opinion being what it now is, few will protest the conviction of these Communist petitioners. There is hope, however, that in calmer times, when present pressures, passions, and fears subside, this or some later Court will restore the First Amendment liberties to the high preferred place where they belong in a free society.<sup>26</sup>

(b) But on June 17, 1957, after the federal government had obtained 145 indictments and 89 convictions under the Smith Act, an eight-man majority of the Supreme Court, with only Mr. Justice Clark dissenting, handed down a series of significant decisions which gave an amended interpretation to the Smith Act and henceforth limited its application drastically. Writing for the majority in the case of *Yates v. U. S.*,<sup>27</sup> Mr. Justice Harlan narrowed the meaning of the term "to organize" and attempted to draw a legal distinction between the statement of a *philosophical belief* and the *advocacy of an illegal action*. The Smith Act still stands, but the federal government, in the absence of congressional amendment of the statute (such amendment is a distinct possibility at this writing—June 1959) will no longer be able to punish members of the Communist party for *expressing a mere belief* in the violent overthrow of the government. It will have to prove that the individuals on trial for violating the Smith Act *actually intended* to overthrow the government by force and violence, *in the realm of action*, or to persuade others by the language of direct incitement to attempt to do so.

#### ATTEMPTED JUDICIAL TESTS

The dilemma confronting us is clearly apparent—how to solve it, on the other hand, represents an Herculean task. The U. S. Supreme Court has, on several occasions, labored to devise judicial doctrine and/or "tests" in order to meet it. This has, quite understandably, proved to be a tremendously difficult task. As of today, it is impossible to speak of any one current, exclusive test, but an attempt may be made to delineate those to which the Court has resorted from time to time, depending upon circumstances and personnel.

The first such test is the best known: the "*clear and present danger*" test, devised by Justices Holmes and Brandeis, especially the former, in *Schenck v. United States*<sup>28</sup> in 1919. In that case, the Court unanimously upheld the constitution-

ality of the aforementioned Espionage Act of 1917 against the charge that its application to Schenck's distribution of anti-draft leaflets to potential draftees was a violation of the First Amendment rights of freedom of expression. Schenck had urged the young men involved to resist the draft, in emotionally charged, intemperate language. Mr. Justice Holmes delineated the doctrine as follows:

The question in every case is whether the words are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no court could regard them as protected by any constitutional right.<sup>29</sup>

But barely six weeks later, when a majority of the Court, in a 7:2 decision in the case of *Abrams v. U. S.*,<sup>30</sup> used the "clear and present danger" tests in sustaining the application of the Sedition Act of 1918 to the distribution of Marxist pamphlets, which urged the workers of the world to resist the Allied and American intervention against the Bolsheviks after the Russian Revolution, Justices Holmes and Brandeis—the very authors of the doctrine—dissented on the grounds that the acts of *Abrams et al.* did not constitute a danger—clear or present. Wrote Holmes:

I think that we should be eternally vigilant against attempts to check the expression of opinions that we loathe and believe to be fraught with death, unless they so imminently threaten immediate interference with the lawful and pressing purposes of the law that an immediate check is required to save the country.<sup>31</sup>

The "clear and present danger" doctrine sustained its first official modification six years later in *Gitlow v. New York*.<sup>32</sup> Here, a 7:2 majority of the Court held that Gitlow's speech constituted a "bad tendency" to "corrupt public morals, incite to crime, and disturb the public peace." In other words, the majority of seven dodged the "clear and present danger" doctrine—perhaps watered down would be a better term—by creating a "*bad tendency*" test, i.e., a "*bad tendency*" to bring about a "clear and present danger."

Two years later, in *Whitney v. California*,<sup>33</sup> Mr. Justice Brandeis, with the staunch support of his colleague Holmes, attempted to resurrect

<sup>26</sup> *Ibid.*

<sup>27</sup> 354 U. S. 298 (1957).

<sup>28</sup> 249 U. S. 47 (1919).

<sup>29</sup> 249 U. S. 47 (1919). (Italics supplied.)

<sup>30</sup> 250 U. S. 616 (1919).

<sup>31</sup> *Ibid.* (Italics supplied.)

<sup>32</sup> 268 U. S. 625 (1925).

<sup>33</sup> 274 U. S. 357 (1957).

the "clear and present danger" doctrine by joining to it the test of "imminence," i.e. that the danger must not only be "clear and present" but also "imminent." Both agreed with the opinion of the Court in upholding Miss Whitney's conviction under California's Criminal Syndicalism Act, because of evidence that appeared to point to the existence of a conspiracy to violate the law. However, Holmes and Brandeis rejected the majority's interpretation of another section of the Act, which not only made it a crime to advocate or teach or practice criminal syndicalism, but was also directed at "association with those who proposed to preach it." In restating the "clear and present danger" test, Mr. Justice Brandeis wrote:

Fear of serious injury cannot alone justify suppression of free speech and assembly. . . . There must be reasonable ground to fear that serious evil will result if free speech is practiced. There must be reasonable ground to believe that the danger apprehended is imminent. There must be reasonable ground to believe that the evil to be prevented is a serious one. . . . In order to support a finding of clear and present danger it must be shown either that immediate serious violence was to be expected or was advocated, or that the past conduct furnished reason to believe that advocacy was then contemplated. . . . No danger flowing from speech can be deemed clear and present, unless the incidence of the evil apprehended is so imminent that it may befall before there is opportunity for full discussion.<sup>34</sup>

In the 1930's and 1940's, the Supreme Court, then at the height of its concern for freedom of expression, adopted the view that there should be "more exacting judicial scrutiny of the First Amendment freedoms"; in other words, that there existed a constitutionally protected area of "preferred freedom." This doctrine, encouraged by the often-cited footnote of Justice Stone in *United States v. Carolene Products Co.*,<sup>35</sup> now was linked to the "clear and present danger" doctrine, particularly by Justices Black, Douglas, Murphy, and Rutledge, when they sat together on the highest bench of the land from 1943 to 1949. Professor Robert E. Cushman ably described this "preferred freedom" doctrine as follows:

In this judicial doctrine, three principles are fused. The first is that the four liberties protected by the First Amendment are so indispensable to the democratic process and to the preservation of the freedom of our people that they occupy a preferred place in our scheme of constitutional values. They are of more fundamental importance than the other provisions of the Constitution. This priority was, of course, recognized in the action of the Court, beginning with the *Gitlow* case back in 1925,

in assimilating these liberties, and not others, into the concept of liberty in the due process clause of the Fourteenth Amendment. The Court, however, did not stop here, but moved to the second principle, which is that freedom of speech, press, religion, and assembly are so vitally important that the usual presumption of constitutionality will not attach to a statute which on its face appears to abridge any of them. On the contrary, such a statute will be presumed to be unconstitutional. The third principle is that this presumption of unconstitutionality can be successfully rebutted only by convincing the Court that a legislative restriction on any one of the four great civil liberties is justified by the existence of a "clear and present danger."<sup>36</sup>

After the death of Justices Murphy and Rutledge in the summer of 1949, and their replacement by Justices Clark and Minton, the Court almost at once commenced to veer away from the "preferred freedom" philosophy. In fact, the "clear and present danger" doctrine was, in the opinion of many, altered so as to result in one frequently referred to as the "grave and probable danger" doctrine. The case of *American Communications Association (CIO) v. Douds*,<sup>37</sup> decided in 1950, in which a sharply divided Court upheld the non-Communist affidavit requirement of the Taft-Hartley Act, is usually cited as its point of departure. When *Dennis* arrived on the constitutional scene but one year later, in 1951, the Court in the opinion of some, had not only left the domain of the "clear and present danger" test far behind, but, adopting the probability rule of Justice Hand, had moved to subscribe to a new test of "possible and remote danger." That, of course, is a matter of controversy, and opinion differs widely. However, as of 1957, with the above-discussed decision in *Yates*, there can be but little doubt that the United States Supreme Court had returned to the "clear and present danger" doctrine, and it is that doctrine which seems to govern today—more or less.

#### SHOULD FREEDOM OF SPEECH BE RESTRICTED?

Many who are seriously concerned in defending civil liberties balk at defending them for those who will not admit a reciprocal obligation to defend them for others. Tolerance, they say, must not be extended to the intolerant; freedom must not be allowed to be used to destroy freedom. On what ground can freedom of expression be claimed now by those who will destroy it when they have the power to do so? What principle of fair play is it that requires the acceptance of players who will not play according to the rules?

<sup>34</sup> 274 U. S. 357. (Italics supplied.)

<sup>35</sup> 304 U. S. 144 (1938).

<sup>36</sup> "Civil Liberties," 42, *American Political Science Review* 42 (1948).

<sup>37</sup> 339 U. S. 332 (1950).

Further to this issue, it is pointed out that the theory and practice of civil rights and liberties were developed mainly in the Anglo-American communities. During the latter part of the nineteenth century these communities established themselves so firmly in the world that the possibility of serious civil disaffection or menacing foreign aggression almost disappeared from the consciousness of their people. They came to regard public order as almost impregnable, something that could be taken for granted. It was easy and even desirable in those circumstances to urge civil rights in almost unqualified terms. It was easy to insist that everyone should be allowed to talk though the heavens fall, when nobody believed there was any serious risk that they would fall.

The test a liberal democracy should apply to this issue is clear enough. *Will the forbidding of such talk further or hamper the realization of liberal democratic ideals?* No doubt subversive propaganda wins some converts. Every new convert is a loss. No society can look with complacency on the weakening of belief in its unifying ideals. It is still pertinent, however, to ask why its members are converted.

Most of them are converted to a belief in violent solutions because of some rankling sense of injustice, a conviction of the deep inadequacy of existing society. This sense of injustice may be justified or not in particular instances, but it is at least clear that the liberal democratic societies of the United States and Britain have still not succeeded in ensuring adequate opportunity for self-realization of *all* their people. As long as this remains true there will be the discontented, prepared to contemplate rebellion. The only effective way to cope with them is to moderate or remove the discontent by education, remedial laws, or other community action.

It is easy to make laws that impose punishment for subversive propaganda. But in the circumstances just outlined, this will not stop it. It will continue underground. Moreover, repression sharpens the sense of injustice and provides an added argument for desperate measures. There is no doubt at all that the loyalty of the mass of men to liberal democracy has been greatly strengthened by the right to freedom of expression. They have felt that they have a stake in a society that allows them to express the passion they feel about their deepest grievances. Thus repressive laws are likely to fail in their immediate purpose of maintaining loyalty.

The gravest danger in repression is that it

excuses the liberal democrat from arguing the case for his ideals and for the highly developed procedures for pursuing them. Because he is not openly confronted by the arguments against them, he is not constantly reminding himself and his fellows of the case in favor of them. The surest way to keep beliefs fresh and strong is to exercise them in debate against the strongest criticism of them that can be made. We then know at any moment why we believe what we believe.

Repression would give us, for a time, a false sense of security. We should not be outraged daily by hearing ideas we hate. Because social discontent did not break out in violent expression, we should tell ourselves that there were no serious social maladjustments to be met. This is a sort of "aspirin therapy." If we take two or three tablets five or six times a day, we have no way of knowing whether or not we have any aches and pains to which we should be attending.

Freedom for rebellious and revolutionary utterance is a safety valve that gives warning of the existence of dangerous pressures in society. The only effective way to fight the contagion of disloyalty is to get at its causes. A society that descends to repressive measures is losing faith in its ability to win and keep loyalty. This is bound to be fatal. Authoritarian regimes can continue indefinitely even if they are out of touch with the problems and thoughts of their people. Liberal democracy lives only in the hearts of its citizens. If it cannot be kept alive there by free discussion, it certainly cannot be kept alive by repression. As Judge Learned Hand stated it aptly in his "I-Am-An-American-Day" speech in Central Park in New York in 1944: "Liberty lies in the hearts of men and women; when it dies there no constitution, or law, no court can save it; no constitution, no law nor court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it."

Despite its many and obvious limitations, the "clear and present danger" test, as devised and interpreted by the judiciary, would appear to be the most workable one. Someone has to decide, and most calm observers of our Constitutional scene tend to agree that if an arbiter is needed on the constitutional horizon—and needed it assuredly is—it is the Supreme Court which possesses the highest qualifications for that role. After all, it is the guardian of our constitutional liberties, and in that role it must be—and is—prepared to say "no" to the government, be it

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# Should We Abandon the Bill of Rights?

Paul Nash

**I**S IT TIME that we abandoned the Bill of Rights, long regarded as a classic statement of American political beliefs? If we can judge from the results of a questionnaire which I recently gave to a sample of juniors, seniors, and graduate students at Clark University, it would seem that public opinion does not see eye to eye at all points with the original framers of these Amendments to the Constitution. Whether this calls for a more effective indoctrination of our youth in the beliefs of their forefathers, or for an abandonment of those articles of faith which contemporary opinion no longer regards as tenable, is a question which should elicit our most earnest attention.

Most Americans feel in a vague way that the Bill of Rights is a sacred document, representing certain inalienable rights, although they might be hard pressed to say just which rights are included in the document. In fact, the first ten Amendments to the Constitution list certain widely-held principles of justice: the right to freedom of religion, speech and the press; the right of peaceable assembly; the right to security against arrest and search without warrants; the right to be publicly tried by a jury and not to be tried twice for the same offence; the right to security against being punished without due process of law or being forced to incriminate oneself; the right to be informed of the nature of one's offence and to be able to confront witnesses; the right to security from excessive bail or unusual punishments; and the right to security against the usurpation by the federal government of the powers reserved to the states and the people.

It does not follow, of course, that these rights exist in fact, even though they are part of the law.

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Dr. Nash made the study on which this report was based while he was serving as a member of the faculty of Clark University in Worcester, Massachusetts. He is now an assistant professor in the Institute of Education of McGill University in Montreal.

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As we have seen recently in connection with the issue of integration despite the Supreme Court ruling, public opinion must support legislation before the protection of the law becomes a reality.

Do contemporary examples of violations of the Bill of Rights occur because public opinion no longer supports some of the provisions contained in it, or because the people are ignorant of their rights, or because they are prepared to surrender freedom in face of the constantly reiterated demand for national security? It was in an attempt to answer these questions that I administered the questionnaire (a modification of one originally constructed by Professor R. W. Mack of Northwestern University).

The students were presented with paraphrases of parts of the first ten Amendments to the Constitution (not identified as such) and asked to indicate their agreement or disagreement with each statement. Some Amendments (the First, Fifth, and Sixth) were broken down into several statements, in case a student should agree with one provision of the Amendment but disagree with another. The Second and Third Amendments were combined into a single statement, as were the Ninth and Tenth. After completing the questionnaire, the students were asked to write on the back of their papers what they thought was the source of the questions.

The answers to the questionnaire are summarized in the table on page 372.

Only 34 percent of the students correctly identified the source of the questions as the Bill of Rights or the Constitution.

The table shows, in the first place, that no single provision of the Bill of Rights commanded unanimous approval among the students. Furthermore, two provisions—the reserved rights of the people and the right to confront one's accuser—were rejected by a majority. Only one student in five thought that an accused person should always have the right to know who has given evidence against him. This is a discouraging finding



if we look to public opinion to bring the procedures of security investigations into line with the law of the land.

Other noteworthy features are the small majorities who favor those provisions of the First, Fifth, and Sixth Amendments guaranteeing freedom of speech and press, peaceable assembly, protection of due process of law and public trial, and protection against self incrimination and double jeopardy. It may cause surprise, after reading in the American press the condemnations of secret trials in Communist countries, to see that 31 percent of these American students are ready to countenance secret trials here.

AGREEMENT WITH THE BILL OF RIGHTS

Amendment	Provision	Percentage indicating: *		
		Agreement	Disagreement	No Opinion
I	Freedom of speech and press	68.6	25.7	5.7
I	Freedom of religion	74.3	25.7	0
I	Peaceable assembly	54.3	40.0	5.7
II & III	Bearing of arms, quartering of troops	54.3	31.4	14.3
IV	Search and seizure	88.6	8.6	2.8
V	Self incrimination	60.0	37.1	2.9
V	Due process	65.7	31.4	2.9
V	Double jeopardy	60.0	37.1	2.9
VI	Public trial	60.0	31.4	8.6
VI	Confront accuser	20.0	77.1	2.9
VI	Informed of accusation	97.1	0	2.9
VI & VII	Trial by jury	88.6	8.6	2.8
VIII	Excessive bail and punishment	71.4	22.9	5.7
IX & X	Reserved rights of people	37.1	62.9	0

\* Figures rounded to total 100 percent.

Finally, it is a remarkable and perhaps alarming phenomenon that this large measure of disagreement about fundamental rights is combined in these college-educated people with a large measure of ignorance about the extent to which such rights are provided for in the Constitution (66 percent being unable to identify their source).

On a subsequent occasion, the same students were asked to write on a card the extent to which they agreed with the Bill of Rights: "Yes" if they agreed with it wholly; "No" if they disagreed; and "Partly" if they agreed with some parts but disagreed with others. Seventy-five percent of the students answered "Yes"; 25 percent answered "Partly"; no one answered "No." But not a single one of these students completed a questionnaire

indicating complete agreement with the individual provisions of the Bill of Rights.

In other words, for three-quarters of these young people, the term "Bill of Rights" evokes a favorable response and—on one level—a wholehearted acceptance, while at the same time they are unacquainted with its detailed provisions, which, when enumerated, bring only partial concurrence.

What does all this mean? In my opinion, it bears several implications:

1. At no point in their formal education have most of these students been introduced to a study of the Constitution in a way which made its terms a permanent part of their stock of knowledge.

2. There is widespread disagreement among them as to the worth of some of the Amendments to the Constitution, including many which are regarded as the very cornerstone of American liberty.

3. Since these students have enjoyed more education than the average citizen, and since public opinion polls indicate that concern with civil liberties rises with the level of education, it is reasonable to assume that among the population as a whole many provisions of the Bill of Rights are regarded as anachronistic.

4. If a healthy democracy presupposes a people in harmony with the nation's basic beliefs as expressed in law, it would appear that either the Constitution or the opinions of the American public ought to be changed.

Some educators would conclude that there is thus a good case for indoctrination of youth in the principles of democracy, defending their position by arguing that indoctrination in democracy—unlike totalitarian indoctrination—is safe and acceptable, since democracy contains within itself the seeds of its own protection—self-criticism. Personally, however, I find this position objectionable, since "democracy" is a word which appears to be of an almost infinitely malleable connotation.

Instead, I would propose a much more thorough and meaningful study and discussion of the Bill of Rights in high school and college. It could be made a regular part of American history, problems of democracy, or civics courses. I emphasize the word "meaningful" to make clear that I do not mean experiences on the mumbo-jumbo level of reciting the Pledge of Allegiance or memorizing the names and dates of office of the Presi-

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# Teaching the Bill of Rights

Isidore Starr

"... when the generation of 1980 receives from us the Bill of Rights, the document will not have exactly the same meaning it had when we received it from our fathers. We will pass on a better Bill of Rights or a worse one, tarnished by neglect or burnished by growing use. If these rights are real, they need constant and imaginative application to new situations."<sup>1</sup>

THESE are the words of the Chief Justice of the United States. Writing for *Fortune Magazine's* series on America's "New Goals," Earl Warren pinpoints individual and professional responsibility for the preservation of our most precious heritage. In the test of time and the stress of security, he warns, we must never lose sight of the fact that our ideals of liberty and justice must be nourished daily in order to survive.

An area most critical in the preservation of human rights is the classroom. Here is one of the most sensitive meeting places of persons and ideas. Teachers who omit the subject of the Bill of Rights in their American history or government classes can well ask themselves: Aren't we limiting the knowledge and weakening the understanding of our students concerning the perennial problems of man's relation to his government and his society? Widening the scope of knowledge and deepening the understanding of the Bill of Rights requires education—instruction in the classroom and the reading and thinking that grow out of effective teaching.

Teaching the Bill of Rights effectively is not an easy task. It requires the ability to convey the essence of abstract principles and the skill to personalize issues. What has made this subject espe-

cially difficult for the teacher has been the paucity of suitable materials. In recent years, however, this condition has improved and we shall attempt to summarize here certain approaches which can be used today to teach this subject. Guided by the precept that method is really a way of organizing subject matter, we turn to the teaching of the Bill of Rights in the high schools.

Today, the day on which this article is being written, happens to be June 10. If you were preparing today a lesson on the Bill of Rights, you might begin by asking yourself: Has anything of importance in the field of human rights ever happened on June 10? Well, the obvious place to check this point is in William O. Douglas' *An Almanac of Liberty*.<sup>2</sup> In this large collection of essays, one for each day of the year, Justice Douglas distills the essence of many cases and events into terse, thought-provoking comments on our basic liberties. His penetrating summation of important landmarks in the history of human rights gives us at least two clues to the teaching of the Bill of Rights. One is the use of the case method; the second is the use of stimulating quotations.

## THE CASE METHOD

Education can take the form of vaccination or inoculation. We vaccinate our students with the Bill of Rights—that is, we merely scratch the surface—when we require of them only that they repeat the rights in the same way that many of us, in the good old days, were required to chant the multiplication table. We inoculate our students with a knowledge of the Bill of Rights when we personalize each important problem in the form of a case study. In other words, we must get under the skin of the student. I am convinced that many of the rights which are part of the American heritage can be understood most clearly when our students see them as conflicts or

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<sup>1</sup> Earl Warren. "The Law and the Future." *Fortune Magazine*, November 1955. This has been reprinted in the form of a pamphlet and is available from the Ford Foundation's Fund for the Republic, P.O. Box 4068, Santa Barbara, California.

<sup>2</sup> Garden City, New York: Doubleday and Company, 1954.

issues which must be decided by an "umpire." Then and only then can we truly see the nature, scope, and limitations of our rights. Basing a class discussion on judicial decisions presents interesting and often dramatic human situations. All this has the effect of personalizing the subject matter and giving it a sense of immediacy which involves most students.

Let us illustrate this point with several case studies:

*Case 1.* Rochin is a narcotics suspect. As the police break into his room, he swallows the heroin capsules which the police had hoped to get as evidence. Undaunted, the police rush him to a hospital and, by using a stomach pump, forcibly remove the incriminating evidence. Rochin is convicted by the lower courts and he appeals to the Supreme Court on the ground that the use of a stomach pump to get the evidence violates his constitutional rights by depriving him of due process of law. If a man's home is his castle, he argues, certainly his stomach is entitled to the same right of privacy.<sup>3</sup>

*Case 2.* Willie Francis, a convicted murderer in Louisiana, is sentenced to the electric chair. On the day of the execution, he is placed in the electric chair, the switch is pulled, and Francis receives a severe shock, but is not electrocuted. He is taken back to prison and resented to die six days later. His attorney appeals on the ground that placing him in the chair a second time is illegal under the Fourteenth Amendment.<sup>4</sup>

*Case 3.* A fifteen-year-old boy in Ohio is charged with murder. Arrested on a Friday night, he is questioned by relays of police officers from midnight to 5 A.M. Kept in jail for three days without being permitted to see his family or counsel, he finally confesses and is arraigned. He appeals on the ground of denial of due process of law.<sup>5</sup>

A number of techniques lend themselves to this case method of teaching. The most obvious is sociodrama or unrehearsed role-playing. Proceeding on the assumption that in the sociodrama one acts as one feels, it becomes a relatively simple matter for the teacher to present the bare facts in a case, appoint two teams of attorneys, give them five minutes to prepare their cases, and then declare the court in session. If the class is especially receptive to this device, additional parts can be filled—for example, with court reporters and

judges. It is essential to choose students who will do a capable job. It is also important for the class to evaluate the results along the lines of "What might have been said?" and "What might have been done?" At the conclusion, the class decision is compared with the actual ruling of the Supreme Court.

In another approach to the case method, the teacher mimeographs the basic facts in one or more cases and requires the students to write decisions as if they were judges before whom the cases were being argued. Subsequently, the students can read and compare their handling of the issues in the case with that of the Supreme Court. All of this requires, of course, a careful and thoughtful reading of the Bill of Rights on the part of each student.

In using the case method approach, it is wise to proceed from the sensational to the sophisticated. The first type of case—the criminal case—generally arouses the interest of all and serves to prepare our students for those more sophisticated issues that require intensive critical thinking.

By the more sophisticated issues, we mean the cases that help to clarify the First, Fifth, and Fourteenth Amendments. Under freedom of speech, the teacher and class can study with profit the *Feiner* and *Terminiello* cases. Under freedom of religion fall such intriguing problems as the two "flag-salute" decisions, the polygamy cases, the conscientious objector trials, and the many issues raised by Jehovah's Witnesses. When freedom of religion and public education conflicted in the realm of "released time," the famous cases which resulted—the *McCullum* and *Zorach* decisions—call for classroom attention. In addition, some of the issues involved in the subversion, Communist, and Fifth Amendment cases should be studied by our students.<sup>6</sup> This depends, of course, on their relevancy to the course of study and the maturity of the students.

This brings us to the great value of the case method of teaching. The most difficult area in any subject field is the controversial issue. Some teachers tend to verge away from it; others founder in it. The case study offers a safe and intelligent approach to some of the serious controversies of our day. In leading majority and minority decisions we see how intelligent and learned men weigh the relationship between the individual's right to liberty and society's need for an orderly community.

<sup>6</sup> These cases are summarized for high school use in Isidore Starr, *Human Rights in the United States*. New York: Oxford Book Company, 1958.

<sup>3</sup> *Rochin v. Cal.*, 342 U. S. 165 (1952). The Court decided that the evidence had been taken without due process of law.

<sup>4</sup> *Louisiana ex. rel. Francis v. Resweber*, 329 U. S. 459 (1947). In a 5 to 4 decision the Court ruled that Louisiana could try to execute him a second time. The minority held that this would be cruel and unusual punishment.

<sup>5</sup> *Haley v. Ohio*, (1948) ruled for the boy. The Court summarized its position in these words: "The rack and torture chamber may not be substituted for the witness stand."

Where can a teacher find case studies which are suitable? Since the Justices of our High Tribunal do not write for laymen, the original sources will not be helpful. In this area, there is, unfortunately, not too much available. Among the authoritative reference works are Robert Cushman's *Leading Constitutional Decisions*,<sup>7</sup> Edward S. Corwin's *The Constitution and What It Means Today*,<sup>8</sup> and Milton R. Konvitz' *Bill of Rights Reader*.<sup>9</sup> But these are much too difficult for the average student.

Since 1952 *Social Education* has been publishing a series of articles entitled "Recent Supreme Court Decisions." These digests, prepared by the author of the present discussion, represent an attempt to summarize the main ideas of some of the significant Supreme Court rulings in language that is palatable to the layman, and in so doing, to provide teachers and their students with helpful material that will enable them to keep abreast of current developments in the field of civil liberties.

#### THE USE OF QUOTATIONS

Great decisions are studded with words and thoughts which convey messages both memorable and stirring. However, in using the quotation as motivation, we ought to proceed from the obvious to the subtle. With some of the more popular quotations, we are all acquainted. Who has not heard the one which proclaims that "Your right to swing your arm ends just where the other man's nose begins." And then there is the one that warns that the right to freedom of speech does not include the right to yell fire in a crowded theater. Other quotes worthy of our consideration are:

"If there is any principle of the Constitution that more imperatively calls for attachment, it is the principle of free thought—not free thought for those who agree with us but freedom for the thought we hate."—Supreme Court Justice Holmes.

"If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein. If there are any circumstances which permit an exception, they do not now occur to us."—Supreme Court Justice Jackson.

"But when men have realized that time has upset many fighting faiths, they may come to believe even more than they believe the very foundations of their own conduct that the ultimate good desired is better reached by free

trade in ideas—that the best test is the power of thought to get itself accepted in the competition of the market, and that truth is the only ground upon which their wishes safely can be carried out. That at any rate is the theory of our Constitution. It is an experiment, as all life is an experiment."—Supreme Court Justice Holmes.

"The rack, the thumbscrew, the wheel, solitary confinement, protracted questioning and cross questioning, and other ingenious forms of entrapment of the helpless or unpopular had left their wake of mutilated bodies and shattered minds along the way to the cross, the guillotine, the stake, and the hangman's noose. And they who have suffered most from secret and dictatorial proceedings have almost always been the poor, the ignorant, the numerically weak, the friendless, and the powerless."—Supreme Court Justice Black.

"Under our form of government the use of property and the making of contracts are normally matters of private and not of public concern. The general rule is that both shall be free of governmental interference. But neither property rights nor contract rights are absolute; for government cannot exist if the citizen may at will use property to the detriment of his fellows, or exercise his freedom of contract to work them harm. Equally fundamental with the private right is that of the public to regulate it in the common interest. . . ."—Supreme Court Justice Roberts.

"The constitutional fathers, fresh from a revolution, did not forge a political straight jacket for generations to come."—Supreme Court Justice Murphy.

These quotations—and the many others that can be culled from famous decisions—may be read or written on the blackboard, and can serve as motivation for mature thinking about the nature and scope of our liberties. They may also be mimeographed and distributed for the purpose of studying and applying the dicta to some of the outstanding problems which confront us today.

#### A SCHOOL-WIDE PROGRAM

If we are going to inoculate our students with a knowledge of the Bill of Rights, we need a school-wide program at the very least, a nationwide program at best.

An effective assembly program was presented several years ago at Brooklyn Technical High School in New York. A debate had been arranged with Erasmus Hall High School on the topic, "Resolved, that all wiretapping by federal, state, and local officials should be outlawed." The day before the debate, all English classes studied the debate as a form of argumentation, while all social studies classes explored the issue that would be discussed. The day after the debate, English and social studies classes analyzed the form and the substance of the program.

The Town Hall idea lends itself both to assem-

<sup>7</sup> New York: Crofts and Company, 1947.

<sup>8</sup> Princeton, New Jersey: Princeton University Press, 1954.

<sup>9</sup> Ithaca, New York: Cornell University Press, 1954.

bly programs and classroom use. Several able students can be asked to evaluate a important court ruling from the specific point of view of an interested party or group: labor versus management, civil libertarian versus government official, and majority versus minority viewpoints. The round-table technique can also be used both in the auditorium and in the classroom.

Among the many classroom activities that can be utilized in developing a knowledge and understanding of the Bill of Rights are: a class trip to a local court; special compositions or reports on December 15, Bill of Rights Day; a class bulletin board on human rights (with a plus column for victories or advances in human rights and a minus column for restrictions or invasions in this field); and a poll squad to feel the pulse of the school. Committee reports on two government publications—*Fascism in Action* and *Communism in Action*<sup>10</sup>—can be most useful in highlighting the American conception of human dignity and integrity.

Comparisons often help students to see the difference between the mere form and the actual substance of a problem. Classroom discussions can be built around, for example, a comparison of the American Bill of Rights with the Soviet Bill of Rights; a comparison of the Universal Declaration of Human Rights with our Bill of Rights; or a comparison of the treatment of an accused person in our country with the treatment accorded him in a totalitarian state.

Topics for compositions or floor talks both in English and social studies classes are so numerous and varied that the mere mention of some of these will serve as a reminder of many others. Some of the more obvious are:

A great Supreme Court Justice whose decisions helped to clarify the meaning of human rights.

A great American who played an outstanding role in the struggle for human rights.

Thomas Jefferson's conception of human rights.

Abraham Lincoln's conception of liberty.

The contributions of Cecil Calvert, William Penn, and Roger Williams to religious tolerance and religious freedom.

But more important than methodology and materials is the towering figure of the classroom teacher. We teach by precept and by practice. What we as teachers say must correspond with what we as teachers do. Our conduct in the classroom and in the school is critical in the education of young people in the principles and practices of

the Bill of Rights. Respect for persons, respect for dissent, respect for the democratic process—all these combine to inculcate attitudes which are necessary for an environment in which human rights are esteemed. We must not underestimate the contributions of the teacher who, in his day-to-day dealings with his students, lives the philosophy of human rights.

#### CONCLUSION

There are obviously many facets of this topic which have not been discussed. This omission results not from their lack of importance, but rather from the fact that they are the stock in trade of our profession, and most of us are sensitive to their saliency. For instance, in teaching the Bill of Rights, we must always take into account the age level and maturity level of our students. In the elementary school, we build the discussion of human rights primarily around inter-group relations. When these students enter the high school, we continue the study of inter-group relations but pass on to the more intricate problems of the relation of man to the state and of the state to man. Even here, however, the level of abstract thinking must depend upon the ability of the class. A second consideration in the teaching of the Bill of Rights is the need for continually equating our rights with our responsibilities. The emphasis here is on self-discipline as a prerequisite for freedom. The difference between liberty and license, freedom and anarchy, and democracy and totalitarianism must always be in the forefront of explanations and discussions in this field.

But with all these caveats and cautions relating to the Bill of Rights, the primacy of this subject is of such a nature that it requires the highest level of teaching. This is especially so today. Just as we began with the words of our Chief Justice of the United States, perhaps he ought also to have the last word:

"In some of our wars, we have briefly succumbed to the temptation of imitating the vices of our antagonist; but the national sense of justice and respect for law always returned with peace. In the present struggle between our world and Communism, the temptation to imitate totalitarian security methods is a subtle temptation that must be resisted day by day, for it will be with us as long as totalitarianism itself. The whole question of man's relation to his nation, his government, his fellow man is raised in acute and chronic form. Each of the 462 words of our Bill of Rights, the most precious part of our heritage, will be tested and retested."

<sup>10</sup> Superintendent of Documents, Government Printing Office, Washington, D.C.



## BIBLIOGRAPHY

## Books

It is a tribute to our writers that some of the best books published in the last quarter of a century have contributed to a greater appreciation of our rights. The bibliographies at the end of each of the Freedom Agenda Pamphlets (see "Pamphlets" section of the present bibliography) are a valuable guide to reading in this field. The following are singled out only because they are available in most libraries.

- ZECHARIAH CHAFEE, JR. *Free Speech in the United States*. Cambridge, Mass.: Harvard University Press, 1954. The classic scholarly work in this field.
- ELMER DAVIS. *But Men Were Born Free*. New York: Perma Books, 1954. Six provocative essays on the nature of American freedom.
- CITIZENSHIP EDUCATION PROJECT OF COLUMBIA UNIVERSITY. *Where Men Are Free*. Boston, Mass.: Houghton Mifflin Company, 1955. Designed specifically for high school use; the book contains abundant illustrations and stimulating problems dealing with the American way of life.
- SAUL PADOVER, editor. *Jefferson on Democracy*. New York: Mentor, 1939. The immortal writings by the architect of American Freedom.
- SAUL PADOVER. *The Living United States Constitution*. New York: New American Library, 1953. One of the best paperbacks dealing with the Constitutional Convention and including a condensed version of 12 important judicial decisions.
- ELIZABETH PAGE. *A Tree of Liberty*. New York: Farrar and Rinehart, 1939. A novel dealing with the meaning of American Democracy.
- LEO PFEFFER. *The Liberties of an American*. Boston, Mass.: The Beacon Press, 1956. This is the best single volume on the implications of recent Supreme Court rulings written expressly for the layman.

## Pamphlets

This field is especially rich in pamphlet materials, some of which are free and others which are available for a nominal charge. Among the best are the Freedom Agenda Pamphlets (available from the Carrie Chapman Catt Memorial Fund, Inc., 164 Lexington Ave., New York 16):

- ROBERT K. CARR. *The Constitution and Congressional Investigating Committees*.
- ZECHARIAH CHAFEE, JR. *Freedom of Speech and Press*
- ALFRED H. KELLY. *Where Constitutional Liberty Came From*.
- JACK PELTASON. *Constitutional Liberty and Seditious Activity*.
- T. V. SMITH. *The Bill of Rights and Our Individual Liberties*.
- ALAN WESTIN. *The Constitution and Loyalty Programs*.
- ALSO: *Let's Talk About Liberty*: A guide for discussion leaders.

These are valuable for reports by excellent students or for use by better-than-average classes.

There are at least four Public Affairs Pamphlets (22 East 38th Street, New York 16), which can be used with average classes:

- ALAN BARTH. *When Congress Investigates. Loyalty and Security in a Democracy*. A roundtable report.
- ALGERNON BLACK. *Who's My Neighbor?*
- HAROLD C. FLEMING and JOHN CONSTABLE. *What's Happening in School Integration?*

The Sidney Hillman Foundation Reprint Department (15 Union Square, New York 3) distributes free class sets of Professor Edmond Cahn's *Can the Supreme Court Defend Civil Liberties?* and Professor Henry Steele Commager's *Where Governments May Not Trespass*.

The National Council for the Social Studies (1201 Sixteenth St., N.W., Washington 6, D. C.) publishes Bulletin No. 24, *America's Stake in Human Rights* by Ryland Cray and John T. Robinson.

The American Civil Liberties Union (170 Fifth Ave., New York, N.Y.) prepares a periodically-revised pamphlet by Osmond Fraenkel on *The Supreme Court and Civil Liberties*, one of the most complete annual summaries of legislation and court rulings in this area.

The Oxford Book Company (71 Fifth Ave., New York 3) publishes three pamphlets in this area:

- LEONARD B. IRWIN. *Minorities in the United States*.
- ISIDORE STARR. *Human Rights in the United States*.
- ISIDORE STARR. *The Federal Judiciary*.

*Strengthening Democracy*, a bi-monthly publication of the Board of Education of the City of New York, regularly features lesson plans, resource units, and other valuable materials for teachers. Among the issues which are still available are: February 1949 (Vol. 1, No. 1); April 1949 (Vol. 1, No. 3); April 1950 (Vol. 2, No. 7); May 1950 (Vol. 2, No. 8); October 1950 (Vol. 3, No. 1); February 1954 (Vol. 6, No. 4); October 1958 (Vol. 11, No. 1). These are free and can be obtained by writing to Dr. Aaron N. Slotkin, *Strengthening Democracy*, Board of Education, 131 Livingston St., Brooklyn 1, New York.

The Fund for the Republic (P. O. Box 4068, Santa Barbara, California) furnishes free of charge a number of useful pamphlets and reprints. There are many others in addition to the following:

- ADOLF BERLE. *Economic Power and the Free Society*.
- JOURNET KAHN. *The Threat to Academic Freedom*.
- EARL WARREN. *The Law and the Future*.
- Social Science and Freedom*, a report to the people by the Social Science Research Center of the Graduate School of the University of Minnesota.

*Current History Magazine* (1822 Ludlow St., Philadelphia 3, Pennsylvania) issue to *Problems of Democracy: Security in a Free Society*.

*Life Magazine's* issue of March 12, 1951 contains a fine collection of pictures depicting memorable vic-



tories in the fight for justice. These are suitable for display in class.

*The Isms and You*, a pamphlet on democracy and its competitors, is published by the Civic Education Center, Tufts University, Medford 55, Massachusetts.

Among the organizations which publish pamphlets and other materials in the field of human rights are the National Conference of Christians and Jews, 43 W. 57th St., New York, the American Jewish Congress, 15 E. 84th St., New York, the American Jewish Committee, 386 Fourth Ave., New York, the American Civil Liberties Union, 170 Fifth Ave., New York, and the National Association for the Advancement of Colored People, 20 West 40th St., New York.

#### *Illustrative Materials*

The best recent summary of films available in this field can be found in Edward G. Olsen's article on "Intergroup Relations on Your Screen" in the March 1959 issue of *Social Education*.

There are a number of sources of good films on subjects relating to the Bill of Rights. The Anti-Defamation League has a Freedom Film Library (20 West 40th St., New York 18) from which some of the best films in this area can be rented at a minimum cost of \$3 per day. The McGraw-Hill Text Film Department (330 West 42nd St., New York 36) distributes excellent films among which are five well-known Edward R. Murrow "See It Now" films on human rights. The NEA Division of Press and Radio Relations (1201 Sixteenth St., N.W., Washington 6, D.C.) has prepared two films dramatizing the role of the public school in a democracy. They are *Freedom to Learn* and *Secure the Blessings*.

In my opinion, the best of the films on this subject is *Due Process of Law Denied* (a 30-minute excerpt from the Hollywood movie, *The Ox-Bow Incident*).

This film may be obtained from Teaching Films Custodians (25 W. Fourth St., New York) or from Columbia University Educational Films (117th St., New York 17). This story of the lynching of innocent men will not soon be forgotten by those who witness the mob in action. Due process of law takes on the cloak of reality, and the Bill of Rights begins to have real meaning for the student.

Other worthwhile films are: *The Supreme Court*, *The Bill of Rights of the United States*, John Marshall (one of The Great Americans Series), all produced by Encyclopaedia Britannica Films; and *Basic Court Procedures* (the story of the functioning of our courts as explained to two high school students by a practicing attorney), produced by Coronet Films.

Among the filmstrips which are especially useful are: *Freedom of the Press* and *The Supreme Court*, produced by *The New York Times*; *To Secure These Rights* (Summary of the Report of the President's Committee on Civil Rights, 1947); and *The Bill of Rights and Other Amendments* (a Popular Science Filmstrip) distributed by McGraw-Hill Text Film Department.

For those who like recordings, an excellent source of information is the *Catalogue of Selected Educational Recordings*, published by the Recordings Division of the New York University Film Library. Among the meritorious recordings are:

Columbia University Press: "Man's Right to Knowledge."

Decca: "No Man Is an Island." Famous speeches by Pericles, Paine, Webster, and Lincoln dealing with the themes of brotherhood and the dignity of man. Read by Orson Welles.

National Association of Education Broadcasters: "The Jeffersonian Heritage," and "People Under Communism."

## SHOULD WE ABANDON THE BILL OF RIGHTS?

(Continued from page 372)

dents of the United States. We all know the educational values of such democratizing agents: the present questionnaire is one indication.

The sort of study I have in mind is a detailed examination of each provision of the Bill of Rights; an analysis of some subsequent related legislation (e.g. the recent Supreme Court ruling on double jeopardy); a presentation of departures in practice from these Amendments to the Federal Constitution and of contradictions to them

contained in the legislation passed by certain states; a full and (as far as possible) unemotional discussion of the relevance and value of the Bill of Rights for life in the United States today.

In this way we might improve our chances of raising a generation who *know* what sort of a country they are living in, have considered to what extent it corresponds with the sort of country they would *like* to live in, and are prepared to *act* in order to bring the two closer together.

# Toward a Definition of Citizenship Education

S. Alexander Rippa

EDUCATORS and social scientists are cognizant of the wide diversity in the use of the term "citizenship" and the wide variance of opinion as to what constitutes citizenship education. The scope of citizenship and concepts relating to it are ill-defined and vague. Twenty-eight years ago Charles E. Merriam deplored this confusion about the meaning of citizenship and called attention to the need for a clear-cut definition of the term.

... There often appears a very hazy and vague enumeration of 'virtues' of all sorts hastily thrown together under the general description of citizenship. The large number and wide dispersion of these traits indicate the lack of sharp thinking upon this important and central question, fundamental to the whole problem of civic education, and the more carefully this lack of clear-cut objectives is examined the more it appears symptomatic of the failure of much civic training.<sup>1</sup>

In short, the word "citizenship" seems to be an all-inclusive term which has come to mean many things. Using semantic terms, there is very little agreement on the referent for the symbol or label "citizenship," which has been used to denote many different aspects of human behavior. As Norman H. Hinton explains, "Many writers on social problems—possibly a large majority—take language so thoroughly for granted, and trust it so implicitly that they assume clear thinking and clear communication of thinking to be an automatic result of a 'careful choice of words'. . . . It is no longer necessary to argue at great length that words are not the reality they refer to, and that neither do they have meanings tucked away inside them or in some other way inseparably attached."<sup>2</sup>

However, for purposes of educational planning, clarifying the meaning of citizenship is more than a semantic problem. The improvement of the

curriculum is a joint undertaking extending far beyond the walls of any one school. As a condition for effective communication and cooperative action involving large numbers of people, there should be as little confusion over terms as possible. Cooperation is usually on an impersonal basis with little or no central direction and must depend to a large extent on communication through professional literature and discussions at professional meetings. Confusion concerning the meaning of the term "citizenship" is, therefore, a definite handicap to improving programs for citizenship education.

Some have recently tried to by-pass this confusion by referring to citizenship without defining it and by assuming that everyone knows the meaning of citizenship. In fact, in recent years there has been an avalanche of pamphlets, articles, and books proposing improvements in the programs of citizenship training in the schools. These diverse suggestions reveal fundamentally different concepts of what their proponents mean by citizenship education.

If citizenship education includes the total range of educational objectives—health, vocational competence, emotional adjustment, moral and spiritual values, effective reading habits, etc.—the term "citizenship" adds no meaning to the phrase. Equating citizenship with worthy membership in society, claiming that everything in a school curriculum contributes equally to the training of citizens, is confusing. In working for the continued improvement of a planned educational program, educators should clarify the goals which the curriculum is supposed to achieve. For purposes of planning and evaluation, the classification of related objectives around a central purpose in one area of the curriculum which is differentiated from the major goals in other areas

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<sup>1</sup> Charles E. Merriam. *The Making of Citizens: A Comparative Study of Methods of Civic Training*. Chicago: University of Chicago Press, 1931. p. 335-36.

<sup>2</sup> Norman Howard Hinton. *Political Semantics: A Case Study*. Hanover, New Hampshire: Dartmouth Printing Company, 1941. p. 13-14.

has been found to be both convenient and effective. Efforts to improve a program of citizenship education should be oriented in a frame of reference that such a program represents one major goal and constitutes only part of the school's task. If citizenship education implies some special emphasis in the curriculum, then the logic of curriculum planning supports the use of this term for that part of the educational program aimed at developing in individuals the understandings and behavioral patterns necessary for effective participation in the democratic state.

The interpretation of citizenship as a political role has a long history and many supporters. For example, Aristotle considered the word "citizen" as synonymous with "politician" or one versed and experienced in the science or art of government.<sup>3</sup> Grover Cleveland referred to "politics in its best sense" as "good citizenship."<sup>4</sup> E. L. Thorndike differentiates "man as a citizen" or "political man" from "man as parent, child, employer, employee, merry-maker, or hypochondriac."<sup>5</sup> Helen McCracken Carpenter and Alice W. Spieseke define citizenship as "the means of denoting the legal status of an individual and hence signifies membership in a political society. . . ."<sup>6</sup> Carl

Brinkman also gives citizenship a political connotation.<sup>7</sup>

Basically, the crux of citizenship as a political role centers upon the idea of self-government, i.e., on the individual's sharing in the management of the affairs of state. Education for citizenship is training for political competency in a democratic state where individuals share with each other the power to make or change the laws and policies of government.

Because successful operation of republican institutions requires that every citizen do his part in governmental affairs, a program of citizenship education should be primarily concerned with the teaching of government and the subject matter and methodology of the various social sciences. Emphasis must be placed on helping American youth to develop the skills and habits of the scientific method in acquiring and analyzing information. Citizenship is an active role, in which the importance of critical thinking in group problem-solving activities should be stressed. If those who are planning the educational program omit these objectives from their list of goals, they will have overlooked the most essential requirements for effective citizenship education in a democracy.

<sup>3</sup> B. Jowett, translator. *The Politics of Aristotle*. Volume I. Oxford, England: Clarendon Press, 1885. p. 68.

<sup>4</sup> Grover Cleveland. *Good Citizenship*. Philadelphia: H. Altemus Company, 1908. p. 29.

<sup>5</sup> Edward L. Thorndike. *Human Nature and the Social Order*. New York: Macmillan Company, 1940. p. 817.

<sup>6</sup> Helen McCracken Carpenter and Alice W. Spieseke.

"Skills Needed for Democratic Citizenship." *Skills for Social Studies*. Twenty-fourth Yearbook. Washington, D.C.: National Council for the Social Studies, 1953. p. 2.

<sup>7</sup> Carl Brinkman. "Citizenship." *Encyclopedia of the Social Sciences*. Vol. 3, 1930. p. 471.

## General Principles for Effective Teaching

**I**N *The Art of Teaching* Gilbert Highet suggests three general principles by which teachers can make their teaching more effective. "The first is *clarity*. Whatever you are teaching make it clear. Make it as firm as stone and as bright as sunlight. Not to yourself—that is easy. Make it clear to the people you are teaching. That is difficult. . . .

"The second is *patience*. Anything worth learning takes time to learn, and time to teach. . . . Real teaching is not simply handing out packages of information. It culminates in a conversion, an actual change of the pupil's mind. An important change takes a long time to carry through, and should therefore be planned carefully and approached in slow stages with plenty

of repetition disguised by variation. It is particularly important to keep out emotion, or rather to control it carefully. . . . Whenever we sink to believing that the more emotion we display, the more effect we shall produce, we are reverting to our animal ancestry and forgetting that conscious reason is what makes us men.

"The third principle is *responsibility*. It is a serious thing to interfere with another man's life. It is hard enough to guide one's own. Yet people are easily influenced for good or evil, particularly when they are young or when their teacher speaks with authority. The effects of bad teaching, of glib and shallow advice, of money-grubbing or publicity-hunting declarations to a trusting public are quite incalculable. . . ."

# Written Expression in the Social Studies

J. D. McAulay

**P**ERHAPS no other content area in the entire curriculum offers such rich and golden opportunities, such varied experiences, such a wide scope of topics in the development of the skill of written expression as does the social studies. In a properly planned and efficiently conducted social studies program, the child will be required to practice and develop the language arts skills of formulating summaries, organizing notes, structuring descriptions, composing written and oral reports, writing reviews and outlines, conducting an interview, outlining plays and poems, planning and presenting television and radio scripts, and, perhaps, preparing a critical essay. True, these skills will be taught and drilled as disciplines in the language arts classes, but their practice and performance may well be delegated solely to the social studies period.

There would seem to be three levels of written expression as applied to the social studies, regardless of the type of language arts skill required or the form the written expression may take. At the first level, the child writes merely for himself, for his own convenience, information, enlightenment, or benefit. He shares his material with no one else; only he will ever see or use the result. He may, for example, be assigned a portion of a group problem in which he is to do some research and for which he is to formulate a partial solution. A summary of information taken from a textbook, the first abbreviated notes for a report, the rough plans for the presentation of a problem, the first sketches of a plot for a play—all these are excellent examples of work students can do at this first level of written expression.

At this point the child is finding himself. He is experimenting with and organizing his creativity. He is learning to express ideas through

the written media, and although he undoubtedly will already have been taught a pattern by means of which he can express his ideas, he will now begin to adapt this pattern to his own individual needs. His practice in organizing thought is surely a personal matter. He will outline and plan in his own way. His abbreviations will be his own. If he later finds that he has forgotten the meaning of his abbreviations, then, truly, a personal lesson will have been learned.

At this level, the teacher is concerned merely with the mass product of the child's creativity and thinking, with the integrated pattern of his written expression. Surely, the wise teacher is always at hand to give guidance and counsel, but never to mark, grade, or correct. To do so would be like judging the rough, beginning sketches of a Rembrandt. It is the student himself who will evaluate and weigh his own accomplishment.

Let us suppose that in the group discussion a play has been selected as the social studies work project. The group has proposed that the theme of the play be contemplated individually. The child may discuss his ideas for a theme with the teacher, with his group leader or other members of his group. The teacher may wish to encourage him by saying "That sounds like a good idea. You had better write it down so you won't forget it. Perhaps you may wish to make some changes in it later." This written form of the play is not for the teacher's scrutiny but for the child's. He places his written thoughts in his social studies folder, and when he again looks at his proposed plot, he does so with a more rational, logical, and critical eye. He is developing the skill of expressing his ideas to his own satisfaction, and he is also learning self-evaluation in his written expression.

At the second level of written expression we find composed material which will be shared with the student's peer group. It is that material which will be read and evaluated by other children. This might well be one pupil's written solution to that section of the research problem assigned to him, a solution he will now share with

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the other members of the group as they endeavor, through the coordination of their individual efforts, to find the answer to the over-all problem. It might be a written report of an interview with a resource person or a review of an article.

Here the child must take more care in organizing his material, in sentence and paragraph structure, in punctuation, in the selection of vocabulary. Here he must pay more attention to the pattern of written expression as taught by the teacher, for the main purpose of this second level of written expression is to enable him to convey his ideas and thoughts to his classmates. The standard of organization and expression must meet the scrutiny of his social studies group, whose interests and needs are those of his own maturity level.

At this second level of written expression, the teacher still counsels and guides, but she also does some small amount of correcting. She may indicate that more explanation is needed here, but not so much there. But it is the group in conference that gives the principal suggestions for changes, corrections, and additions to the written expression of each individual student.

Perhaps one child has written an act or a scene for a play, and the group, with indirect guidance from the teacher, evaluates his work. This scene is too long—or too short; there is too much action—or not enough.

Now the child learns to display his ideas so others may understand them. He learns by criticism from his own group that certain standards, certain forms, are necessary in written expression. He learns to appreciate this evaluation of his written expression by his peer group. He develops the skill of conveying ideas to others—after he has formulated them in his own mind.

The third level of written expression is reached when the composed material is intended for display or distribution outside of the classroom. This

writing may include letters to be mailed out requesting materials for units. It may include reports to be displayed or to be published in the school's newspaper, or the setting forth of a social studies problem to be taken home.

Now the discipline of the written skills becomes heavier; the standards are higher and more rigid. The teacher is now almost a censor and displays that quality essential to all good teaching; namely, perseverance. Mistakes in spelling must be corrected, punctuation properly placed, material rewritten neatly, cleanly, and legibly. Now the teacher becomes almost ruthless in her demand for high quality. If the letter written to a Canadian Chamber of Commerce is untidy or poorly composed, it must be rewritten until it is acceptable. At this third level of written expression, the teacher corrects the work, discusses the corrections with the child, and then asks him to rewrite the assignment.

If, for example, the act or scene of a play a student has composed is to be mimeographed for distribution, the teacher goes to work on the master copy. She does not change or alter the basic ideas or the over-all form, but she does help the child to polish and brighten his original effort. She suggests ways to improve sentence and paragraph structure. She refines introductions and conclusions. She corrects spelling and grammar. She grades, marks, and evaluates.

Thus the social studies can be an excellent media for educating the child to the three levels of written self-expression. Perhaps no finer correlation between the language arts and the social studies can be secured than by using the social studies to stimulate the child to formulate his own ideas in written form; to use this written expression to communicate ideas to others, and to bring him into closer rapport with his group; and, finally, to fit his written expression to a precise format which meets certain set standards.

## FREEDOM OF EXPRESSION

(Continued from page 370)

on the federal or state level. There are many who rest far more quietly in the knowledge of that guardianship than if it were exercised by the legislative or executive branches. The "clear and present danger" doctrine is far from perfect, but the sole alternative to it would be an almost total absence of immunity in the face of legislative

actions. Freedom of expression cannot, in the nature of things, be absolute; but it can be protected to the widest degree humanly feasible under our Constitution. That can be achieved, however imperfectly, by the application of the "clear and present danger" doctrine by the United States Supreme Court.



# Planning a Model Classroom

Alva W. Graham

A MODEL high school social studies classroom is planned as one feature of a projected new social science building to be built on the Southern Oregon College Campus in 1960. In order to incorporate the ideas of the classroom teacher, especially those in Southern Oregon, letters asking for suggestions were sent to 65 social studies teachers in Jackson, Josephine, and Klamath Counties. The thinking of these teachers has aided materially in drawing up specifications for the demonstration classroom.

The suggestions of High School classroom teachers indicate consensus on certain concepts of curriculum for the social studies. Briefly summarized, they indicate the following: The social studies classroom should be a laboratory for citizenship training activities rather than a formal room for lecture and recitation. Agreement was frequently voiced with the handbook, *Social Studies in Oregon Secondary Schools*, which emphasizes the newer concept that education for citizenship involves feeling and doing in addition to knowing. The implication is that such teaching requires a classroom-laboratory situation which provides for a variety of activities. The concept is one of flexibility in the classroom. Requirements are for different kinds and arrangements of classroom furniture, adequate teaching materials and audio-visual aids, provision for a room library and such equipment as cabinets, extensive bulletin boards, display areas, and a separate study-conference area. The physical environment of the classroom is a vital factor in the learning which takes place. The teacher, of course, is the prime factor in any learning situation. As one teacher observed, "I have seen good teaching with pupils sitting on a mud floor and the teacher doing a fine job with a tiny blackboard and a piece of chalk. A tremendous interest in your subject and your students is the great requirement for good teaching of any subject anywhere." However, if the curriculum is to provide for functional ac-

tivities in and out of the classroom, facilities should be capable of rapid transformation into a laboratory setting. The use of a wide variety of instructional materials and varied activities promises more effective social studies instruction.

The following features and equipment are suggested.

1. Adequate space. The over-all floor space should provide two areas:
  - (a) One area large enough for regular class activities of 30 students, which should include room for 30 pupil stations and a platform in the front of the room.
  - (b) A glass partitioned area where 10 or 15 students can carry on small group or committee work. This area should accommodate at least two study tables and provide room for a variety of materials. The general room should accommodate a display area, cabinets for maps, globes, picture files, and a conference table.
2. Direct access to the outside should be provided.
3. Pastel colors, indirect lighting (at least diffused) and acoustical treatment of the ceiling are essential.
4. An area equal to one-fifth of the total wall space should be in windows. Draw curtains over venetian blinds should be provided (especially needed for audio-visual aids).
5. All walls should be equipped with electrical outlets, plus two floor outlets.
6. Map work in two and three dimensions as well as construction and art activities call for a sink and work area.
7. A book corner with shelves and magazine racks and display area should be provided.
8. Bulletin boards should be adequate: The rear wall, side wall, and front wall, should be covered with bulletin boards. One half of the front board should slide over a chalk board with provisions for locking.
9. Storage cabinets should line the window side of the room (under the windows), and at the back of the room storage for maps, globes, projectors, etc., should be provided.

(Concluded on page 391)

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# Bibliography of Textbooks in the Social Studies 1958-1959

Louis M. Vanaria

This listing is the eleventh annual supplement to the 48-page bulletin published in September, 1949, by the National Council for the Social Studies (see Alice W. Spieseke, *Bibliography of Textbooks for the Social Studies*, Bulletin 23, September 1949, and the subsequent annual supplements appearing in *Social Education*). Copies of the bulletin may be obtained for 75 cents each; reprints of the supplementary listings, 10 cents each. Send your orders to Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C.

## ELEMENTARY SCHOOL

### History

HARTMAN: HISTORY ON THE MARCH SERIES. Educational Consultant, Lucy S. Sanders; General Consultant, Allan Nevins. Heath.

- d. *Builders of the Old World*, by Gertrude Hartman; xii + 468 p.; \$3.48; 1959 (1955, 1951, 1946). Supplemented by teacher's guide, pupil's progress book, and key. This is a basal text that chronologically describes man's struggle from out of European caves to his arrival in the New World. "Talking together, interesting things to try, let's read," and other study helps conclude each of the eleven units.

HARTMAN AND LANSING: HISTORY ON THE MARCH SERIES. Educational Consultant, W. Linwood Chase; General Consultant, Allan Nevins. Heath.

- a. *Pioneer Children of America*, by Caroline D. Emerson; ix + 318 p.; \$2.80; 1959 (1955, 1950). Supplemented by workbook, key, and teacher's manual. From Pedro on a ship bound for the New World to Mike carrying water pails to workmen on the transcontinental railroad, children who lived in different places and times in our country make up the stories in this book.
- c. *Makers of the Americas*, second edition, by Marion Lansing; xii + 476 p.; \$3.48; 1959 (1955, 1951, 1947). Supplemented by workbook, key, and teacher's manual. This is the story of the New World north and south of the equator and the people, great and small, who contributed to its development. Eleven units follow a chronological pattern from discovery to the Space Age with an emphasis on biographical material.

LAIDLAW HISTORY SERIES. Laidlaw.

- c. *Great Names in Our Country's Story*, by Harold H. Eibling, Fred M. King, and James Harlow;

312 p.; \$2.80; 1959. This fourth grade text precedes *Our Country's Story* for fifth grade listed last year. This "heroes" approach recognizes the educationally sound technique of building interest and understanding through the use of biography. The stories of thirty-nine great people are woven into six units that follow a chronological pattern from Columbus to Eisenhower.

SOUTHWORTH AND SOUTHWORTH: *Long Ago in the Old World*, by Gertrude V. D. Southworth and John V. D. Southworth; x + 483 p.; Iroquois; \$3.96; 1959 (1950). Supplemented by workbook, key, teacher's manual, and film guide. From the cave men to the Pilgrims and Puritans, this narrative of our old world backgrounds is organized in nine units with questions on the text following each of the 26 chapters. A pronouncing glossary groups terms by chapters.

WILSON, WILSON, ERB, AND CLUCAS: *Out of the Past*, by Howard E. Wilson, Florence H. Wilson, Bessie P. Erb, and Elgie Clucas; xviii + 470 p.; American Book; \$3.96; 1959 (1954, 1950). Supplemented by teacher's manual, film guide. Eight units survey the march of civilization from prehistoric times to the discovery of America. Each unit is introduced with a time line and concluded with suggested activities and review exercises. There are also end-of-chapter study helps of "Things To Do."

### Geography

GEOGRAPHY FOR TODAY'S WORLD. Silver Burdett. Each book supplemented by a teacher's edition and workbook.

- a. *Ways of Our Land*, by Clarence W. Sorensen; 200 p.; \$3.16; 1959. This third grade text in an attractively new major series describes people and places in the United States and its possessions. Simple maps and illustrations, many in full-color, add interest to the narrative. There is

attention to elementary economic concepts and some historical background.

- b. *Our Big World*, by Harlan H. Barrows, Edith P. Parker, and Clarence W. Sorensen; ix + 190 p.; \$3.32; 1959. For fourth grade, this text tells stories of people in selected lands throughout the world. Thirteen chapters move the reader from his homeland along a journey that illustrates the theme that man lives in an ever-changing and interdependent world. Teaching suggestions are printed in red on the pupil's book in the Teacher Edition. Additional guide materials (topic objectives, activities, extra information, readings, and tests) are appended.
- c. *The American Continents*, by Harlan H. Barrows, Edith P. Parker, and Clarence W. Sorensen; ix + 370 p.; \$4.52; 1959. The 5th grade text in this series has eight major parts. The first five parts present a regional geography of the United States, followed by descriptions of our possessions and a brief introduction to the importance of world trade, the geography of Canada, and the people and lands of Latin America. The general excellence of the series in visual design is maintained.
- d. *The United States and Canada*, by Harlan H. Barrows, Edith P. Parker, and Clarence W. Sorensen; ix + 290 p.; \$4.40; 1959. A companion volume for grade five, this text is exactly the same as *The American Continents* except that the section "Introducing Latin America" has been omitted.
- e. *Old World Lands*, by Harlan H. Barrows, Edith P. Parker, and Clarence W. Sorensen; ix + 350 p.; \$4.40; 1959. The sixth grade text in this series deals with the people of Europe, Asia, Africa, and Australia. There are plentiful maps and illustrations that supplement the text. The Kodachromes are striking. Economic development is emphasized in the geographical descriptions of each country. There is some historical background. Periodic check-ups ("Remembering, Thinking, and Discovering") are included in the body and at the end of chapters.

LANDS AND PEOPLES OF THE WORLD SERIES. Series adviser Robert M. Glendinning, cartographic adviser Richard Edes Harrison. Ginn.

- c. *At Home Around the World*, by Delia Goetz; viii + 307 p.; \$3.96; 1958. This is a new fourth grade geography. Nine chapters examine different types of lands and people emphasizing environmental influences on food, clothing, shelter, earning a living, and cultural activities. Color illustrations, maps, and diagrams provide additional interest.

OUR NEIGHBORS GEOGRAPHIES. Winston.

- b. *Neighbors Around the World*, by J. Russell Smith and Frank E. Sorenson; viii + 310 p.;

\$3.68; 1959 (1952, 1947). Supplemented by teacher's manual, workbook and key. The fourth grade text in this series follows *Our Neighbors At Home* and examines type places and people in all the continents. Emphasis is on how people live. There are many illustrations and visual aids. Study helps are placed within as well as at the end of each chapter.

- f. *Neighbors Across the Seas*, revised edition, by Norman Carls and Frank E. Sorenson; viii + 392 + 32 p.; \$4.24; 1959 (1954, 1950). Supplemented by teacher's manual, workbook and key. For sixth or seventh graders in the jet age, this text can be literal in discussing neighbors across oceans. There are units on Western Europe, the U.S.S.R., Eastern Europe, Mediterranean Lands, the Middle East, Africa, Pacific islands, Southern and Eastern Asia, and Australia and New Zealand. Maps and charts are listed topically and an atlas is appended.

RAND McNALLY SOCIAL STUDIES SERIES. Rand McNally.

- a. *Around the Home*, by Laura M. Hugley and Jane McGuigan; viii + 192 p.; \$3.20; 1959 (1957, 1954). Supplemented by teacher's manual, workbook and key. Type communities, foods, clothing, and houses comprise the major topics for grouping personalized stories that third grade children will enjoy. A final section discusses elementary concepts in conservation, transportation, and communication. Suggested activities are included in the stories, giving the text the appearance of a story book. There are no maps or charts. This book develops the simple understandings that precede the study of formal geography.
- c. *Geography of American Peoples*, by Wallace R. McConnell; viii + 376 p.; \$4.60; 1958 (1951). Supplemented by teacher's manual, workbook and key. This colorful text for children ten or eleven years old examines the influence of the environment on human life. Study of the United States is organized into four regions. Other major parts of the text are devoted to Canada and the North, Middle America, and South America. There is systematic development of map concepts. Basic maps are colored physical-political with additional special maps such as rainfall, railroad, and hog.

SOCIAL STUDIES FOR CHRISTIAN LIVING: for Catholic Schools. Winston.

- b. *Neighbors and Faith in the Americas*, by Rt. Rev. Msgr. Edmund J. Goebel, Norman Carls, Frank E. Sorenson, and Margery D. Howarth; viii + 246 + 32 + vi + 122 p.; \$4.32; 1959. Supplemented by teacher's manual, workbook and key. Part One is an historical geography of the United States that employs a regional or-

ganization with a concluding unit on Canada. Part Two is an atlas of 16 maps. Part Three is a geography of Latin America, country by country, with some grouping into broader units. For fifth grade.

- c. *Neighbors and Faith in the United States and Canada*, by Rt. Rev. Msgr. Edmund J. Goebel; viii + 246 + 32 p.; \$4.16; 1959. Supplemented by teacher's manual, workbook and key. This text is exactly the same as *Neighbors and Faith in the Americas* with the exception that Part Three, which dealt with Latin America, has been omitted.

STECK GEOGRAPHY WORKTEXT SERIES. By George W. Hoffman, M. G. Bowden, and Lorrin Kennamer. Steck.

- c. *Life in the Americas*; 144 p.; 68 cents; 1959. Supplemented by teacher's edition and unit tests. This Worktext (a consumable combination workbook and text) for grade five has seven units concerned with maps and globes, topography, the atmosphere, Eastern and Western regions of the United States, Canada and Alaska, and our Latin American neighbors.

TAYLOR, SEIVERIGHT, AND LLOYD: *Canada and Her Neighbors*, by Griffith Taylor, Dorothy Seiveright, and Trevor Lloyd; viii + 248 p.; Ginn; \$3.36; 1958 (1952, 1950, 1949, 1947). The revised Canadian edition.

#### Fusion or General Social Studies

CURRICULUM FOUNDATION SERIES: THE BASIC SOCIAL STUDIES PROGRAM. Scott, Foresman.

- d. *In City, Town, and Country*, by Paul R. Hanna, Genevieve Anderson Hoyt, and Clyde F. Kohn; reading advisor William S. Gray; 200 p.; \$2.80; 1959. Supplemented by teacher's edition. This third grade text tells about three kinds of local communities—Metropolis, Middletown, and Farmington—and concludes with two major sections. One shows how communities depend on each other, and the second helps children organize and summarize their learnings. The teaching aids in the Teacher's Edition include "Living and Learning in Third Grade," "The Guidebook," and the pupil's text annotated with key questions, teaching suggestions, and other helpful material.

FOLLETT NEW UNIFIED SOCIAL STUDIES PROGRAM. Follett.

- c. *Exploring the New World*, by O. Stuart Hamer, Dwight W. Follett, Ben F. Ahlschwede, and Herbert H. Gross; 496 p.; \$4.52; 1958 (1953).  
d. *Exploring Our Country*, by O. Stuart Hamer, Dwight W. Follett, Ben F. Ahlschwede, and Herbert H. Gross; 400 p.; \$4.32; 1958 (1953). Each of these two fifth grade texts has had a second

printing in 1959. Each is supplemented by an annotated teacher's edition, student workbook, teacher's workbook with key, unit tests with key, and project wall maps of the United States and North America. Colorful maps and illustrations and a lively narrative style add attractiveness. *Exploring the New World* has a broader scope than its companion volume. The former utilizes a regional geographical approach woven into the very loose strands of our chronological historical development and includes attention to our neighbors—Canada to the north and our Latin-America neighbors to the south.

HOWELL, SEEHAUSEN, AND SHAW: *Land of the Great Lakes*, by Charles E. Howell, Paul Seehausen, and Thelms Shaw; 188 p.; Harr Wagner; \$3.32; 1958. The St. Lawrence Seaway makes the Land of the Great Lakes a real seacoast. Regional pride will be nurtured by this attractive true-story book for fourth or fifth grade that dramatizes our national heritage as reflected in the historical and geographical development of the Middle West. It can be used as a basic social studies textbook (especially in this region) or as a supplementary social studies reader.

OUR WORLD TODAY. By DeForest Stull and Roy W. Hatch. Allyn and Bacon.

- e. *The Community Where You Live*, by Mary Lusk Pierce and Euphrosyne Georgas; 263 p.; \$3.32; 1959 (1952, 1948, 1942 by Mary Lusk Pierce). Written for children in third grade, this is a companion volume for the series listed last year. Geography is the core for basic units on food, shelter, clothing, fuel, the seasons, weather, the earth and the sun, transportation, communication, trade, map study, light, water, land, conservation, community life, a community trip, and our country. There are many color illustrations, study questions, suggested activities, and a glossary.

TIEGS-ADAMS SOCIAL STUDIES SERIES. Ginn.

- c. *Your Town and Mine*, by Eleanor Thomas with Ernest W. Tiegs and Fay Adams; 224 p.; \$3.16; 1958 (1954, 1949). Supplemented by workbook, key, and teacher's manual.  
d. *Your People and Mine*, by Josephine Mackenzie with Ernest W. Tiegs and Fay Adams; 320 p.; \$3.64; 1958 (1955, 1954, 1949). Supplemented by workbook, key, and teacher's manual.  
e. *Your Country and Mine*, by Gertrude S. Brown with Ernest W. Tiegs and Fay Adams; 488 p.; \$4.44; 1958 (1954, 1951). Supplemented by workbook, key, and teacher's manual.  
f. *Your World and Mine*, by Grace S. Dawson with Ernest W. Tiegs and Fay Adams; 488 p.; \$4.52; 1958 (1954, 1951). Supplemented by workbook, key, and teacher's manual.



## JUNIOR HIGH SCHOOL

## American History

HARTMAN: *America: Land of Freedom*, second edition, by Gertrude Hartman; with educational consultant Charles C. Ball and general consultant Allan Nevins; in *History on the March Series*; xv + 743 p.; Heath; \$5.20; 1959 (1957, 1955, 1952, 1946). Supplemented by teacher's guide and pupil's progress book. Study helps are collected at the end of each of eleven units. The many maps, charts, time lines, and drawings help to visualize the single-column arrangement of a comprehensive text.

LAIDLAW HISTORY SERIES. Laidlaw.

d. *Our United States: A Bulwark of Freedom*, by Harold H. Eibling, Fred M. King, and James Harlow; 672 p.; \$4.80; 1959. Supplemented by exercise book, teacher's manual, teacher's edition with tests and key. This is a new text with a personalized approach that includes conversations, memorable speeches, and excerpts from diaries of prominent people. It is attractively designed with abundant visual material and eight units that carry the narrative to the post-war era of the atom, jets, and space missiles.

LIEBMAN AND YOUNG: *The Growth of America*, by Rebekah R. Liebman and Gertrude A. Young; ix + 469 p.; Prentice-Hall; \$4.84; 1959. Supplemented by workbook, tests, key for each. This is an attractive text with several gimmicks that arouse student interest. Headings are interestingly phrased. There are challenging chapter and unit study helps, uncluttered maps, and many good illustrations.

MCGUIRE AND PORTWOOD: *Our Free Nation*, by Edna McGuire and Thomas B. Portwood; xii + 756 p.; Macmillan; \$4.88; 1959 (1954, based on *Rise of Our Free Nation*, 1948, 1946, 1942). Eight units trace our national development from discovery to "living in a power age." There is extensive use of maps, charts, tables, diagrams, and selections from documents. Most illustrations are black and white; there is some use of color. About one-third of the text deals with the period since 1865. The study helps are very good.

SOUTHWORTH AND SOUTHWORTH: *The Story of Our America*, by Gertrude V. D. Southworth and John V. D. Southworth; x + 868 p.; Iroquois; \$4.60; 1959 (1955, 1951). Supplemented by workbook, key, teacher's manual, and film guide. This text follows a chronological pattern for the period to 1870. Units seven through ten are topically arranged. A chronology summary, questions, and exercises conclude each chapter. A final chapter details the Second World War and ends abruptly with a brief account of Communist aggression to 1953.

VAUGHAN: *Basic Review of Citizenship Education 8*, by James L. Vaughan, edited by Joseph R. Caruso;

iv + 362 + 108 p.; Cambridge Book; \$.90; 1958. Supplemented by key. "Citizenship Education 8" in New York State is the familiar course in junior high school United States history. This paperback review text concludes each of 38 chapters with multiple-choice, completion, and essay questions. One-fifth of the material deals with the colonial period. "This is New York State" is appended.

## Civics and Citizenship

ALLEN AND STEGMEIR: *Civics*, by Jack Allen and Clarence Stegmeir; xvi + 552 + viii p.; American Book; \$5.00; 1959 (1956). Supplemented by workbook, tests, keys, teacher's manual, film guide, and "Recent Events in the United States and the World." This attractive text has a lively style, interesting study helps, and good organization. Five units develop the concept of good citizenship through a study of community, government, opportunities, national strength, and planning for the future. Annotated supplementary reading lists are part of excellent end-of-chapter study helps.

CLARK, EDMONSON, AND DONDINEAU: *Civics for Americans*, by Nadine I. Clark, James B. Edmonson, and Arthur Dondineau; xxi + 570 p.; Macmillan; \$4.32; 1959 (1954). Supplemented by teacher's annotated edition (marginal annotations in both text and bound-in manual). Seven units examine living and working together as American citizens, the structure and functions of local, state, and national government, and the privileges and opportunities of citizenship. Chapters conclude with review questions, suggested learning activities, and word study.

LANDIS AND LANDIS: *Building Your Life*, by Judson T. Landis and Mary G. Landis; xvi + 334 p.; Prentice-Hall; \$3.80; 1959 (1954). Supplemented by teacher's manual and film guide. Personality, social and emotional growth, obligations, family living, physical and mental health, and growing up economically form the six major areas explored in this text. Self-evaluation tests are included in each chapter. Suggested teaching aids, additional readings, and supplementary materials enable the teacher to expand any one section to meet particular needs.

STEEN: *Government by the People*, by Ralph W. Steen; vii + 288 p.; Steck; \$3.28; 1959. Sixteen chapters swiftly survey the meaning of citizenship; the organization, functions, and services of the national government; foreign relations; and territorial growth. There is only incidental attention to state and local government and to community civics.

## Geography

COLVIN AND COLVIN: *Geography in Our Modern World*, by Minna Colvin and Woolf Colvin; xi + 434 p.; Cambridge Book; \$1.96 cloth, \$.90 paper; 1958. Supplemented by key. This inexpensive text

looks like an inexpensive text. Eleven units are divided into 39 short chapters with concluding review questions.

GEOGRAPHY FOR TODAY'S WORLD. Silver Burdett.

f. *A World View*, by Clarence W. Sorensen; ix + 410 p.; \$4.88; 1959. Supplemented by teacher's edition and workbook. This seventh grade text follows the volumes in a unified elementary geography series. Building on a pupil background of initial concepts of all the continents, the text presents relationships among the peoples of the world as a whole. Major sections are called "Five Great Natural Resources and How Men Use Them," "Living in Town and City," and "Fitting Things Together." The last named section examines working and living in each of the continents. An atlas and statistical tables are appended.

HUGHES AND PULLEN: *Eastern Lands*, by R. O. Hughes and C. H. W. Pullen, revised by James F. Reed; viii + 499 p.; Allyn and Bacon; \$5.20; 1959 (1954). Supplemented by workbook and teacher's manual. This is a geography of the Eastern Hemisphere organized into fourteen units beginning with the ancient world, and progressing through Europe, India and her neighbors in the Far East, Australia, and Africa. A concluding unit looks "backward and forward" at the polar regions, with a side glance at the United Nations and at current problems.

HUGHES AND PULLEN: *Western Lands*, by R. O. Hughes and C. H. W. Pullen, revised by James F. Reed; viii + 472 p.; Allyn and Bacon; \$5.20; 1959 (1954). Supplemented by workbook and teacher's manual. This is a companion volume to *Eastern Lands* which examines the countries of the New World. An historical survey of the United States to 1900 is followed by a regional study of our land and people. Economic and political problems in the twentieth century are sketched. There are chapters (units) on our neighbors in the Americas. This book obviously will help to remedy the slighting of geographic understandings in the junior high American history course.

JAMES AND DAVIS: *The Wide World: A Geography*, by Preston E. James and Nelda Davis; viii + 536 p.; Macmillan; \$5.60; 1959. The organization and content of this text form an excellent foundation for the study of world history in senior high school. Part One traces our knowledge of earth science from ancient times to the present. Part Two, the major section, examines seven culture areas of the world. Part Three briefly suggests some of the ways in which knowledge about man on the land is put to use and discusses careers in geography.

KOLEVZON AND HEINE: *El Mundo Y Sus Pueblos*, by Edward R. Klevzon and John A. Heine, trans-

lated by Arturo O. Quintana; 533 p.; Allyn and Bacon; \$5.55; 1959. This is the Spanish edition of *Our World and Its Peoples*.

LANDS AND PEOPLES OF THE WORLD SERIES. Ginn.

d. *Eurasia*, by Robert M. Glendinning; ix + 437 p.; \$4.96; 1958. This new seventh grade geography focuses on 41 countries grouped into 18 chapters beginning with the British Isles and sweeping eastward to Asia. Several different type maps are introduced with many illustrations to supplement the narrative. Comparison maps employ the overlay technique to lead from the familiar to the unfamiliar, such as the area and population comparison of Italy and California.

MACMILLAN SOCIAL STUDIES SERIES: A BASAL SERIES IN HISTORY AND GEOGRAPHY. Macmillan.

g. *Living Together as World Neighbors*, by Prudence Cutright, Loyal Durand, Jr., J. Hubert Anderson, and John J. Brooks; x + 502 p.; \$4.68; 1959. Supplemented by workbook, key, teacher's manual, and teacher's annotated edition. One of two secondary geography texts published by Macmillan in 1959, this one continues the series listed last year. For seventh graders, it broadens the focus of its predecessor which dealt with the Western Hemisphere (*Living Together as American Neighbors*).

RAND McNALLY SOCIAL STUDIES SERIES. Rand McNally.

e. *Our Working World*, by Wallace R. McConnell and Helen Harter; viii + 400 p.; \$4.80; 1958 (1953, 1947). Supplemented by teacher's manual, workbook and key. Understandings in geography and other social studies are integrated in the content of this book which is organized around various classifications of occupations for the exploratory survey useful in teen-age vocational guidance. Each of the nine major sections is concluded with a "workshop" with review exercises to check understanding of concepts and development of skills. There is excellent appendix material including an atlas and a review of earth motion and measurement.

TIEGS-ADAMS SOCIAL STUDIES SERIES. Ginn.

g. *Your Country and the World*, by Robert M. Glendinning with Ernest W. Tiegs and Fay Adams; 512 p.; \$4.68; 1958 (1954, 1952). Supplemented by workbook, key, and teacher's manual. This is an economic geography for junior high that examines world resources and trade with emphasis on the United States, selected countries, and current problems.

VAN CLEEF AND FINNEY: *Global Geography*, by Eugene Van Cleef and John C. Finney; xii + 532 p.; Allyn and Bacon; \$5.28; 1959 (1949, 1943 by Eugene

Van Cleef). Supplemented by tests and teacher's manual.

### SENIOR HIGH SCHOOL

#### World History

**BELASCO:** *Basic Review of World History*, by Milton J. Belasco, edited by Patricia R. Reilly; iv + 474 p.; Cambridge Book; \$1.00; 1959. Supplemented by key. The author intends that this paperback "be used as a supplement to the textbook, as a basic textbook or as a review of already-learned material." Summary charts and tables and end-of-chapter review questions serve the last-named objective.

**BOAK, SLOSSON, ANDERSON, AND BARTLETT:** *The History of Our World*, by Arthur E. R. Boak, Preston W. Slosson, Howard R. Anderson, and Hall Bartlett; xvi + 792 + lvi p.; Houghton Mifflin; \$5.60; 1959. Attractively designed and illustrated, this new text includes several teaching aids to develop study skills in chronology and to build understandings of major ideas and developments. Each of the nine units provides a preview, summary, and suggested activities. Study helps are built into each of 35 chapters. Special features in addition to numerous maps, charts and tables, include freedom "Landmarks" (quotations from significant documents), picture biographies, and picture stories.

**LANE, GOLDMAN, AND HUNT:** *The World's History*, Third edition, by Frederic C. Lane, Eric F. Goldman, and Erling M. Hunt; 768 p.; Harcourt, Brace; \$4.84; 1959 (1954, 1950, 1947). Supplemented by student guide and workbook, tests (with key), and key to student guide and workbook. This new edition of a popular text includes a completely rewritten final unit, revised study helps and bibliographies, and maps that have been brought up-to-date. The use of color and design maintains the excellence of previous editions, as does the basic organization and balanced treatment of content. The 24 chronological charts are well-designed and numerous maps supplement the text.

**MAGENIS AND APPEL:** *A History of the World*, by Alice Magenis and John Conrad Appel; xvi + 593 + xlv + 16 p. insert; American Book; \$5.60; 1959 (1957, 1955). Supplemented by workbook and key, tests and key, teacher's manual, and film guide. Stripped of much detail, this book presents "the main plot" of mankind's progress. "The complete drama of mankind has many small plots within the great plot, and it is a most complicated story." The authors have divided their "drama" into twelve "acts" (units), with 43 "scenes" (chapters). Many of the characters are necessarily "on stage" for a very brief time. Visual aids and study activities are an integral part of the text.

**MAZOUR AND PEOPLES:** *Men and Nations: A World History*, by Anatole G. Mazour and John M. Peoples; x + 790 p. + 12 maps; World Book; \$6.00; Supplemented by teacher's manual, workbook, and tests. This new world history text is divided chronologically into ten parts and fifty-six chapters with an index and pronunciation chart, abundant supplementary illustrations and maps, time charts for each part, and several graphs and diagrams. There are study helps for each chapter and a brief review at the end of each part. The book had four special sections of full-color illustrations and a full-color map supplement.

**PLATT AND DRUMMOND:** *Our World Through the Ages*, Second edition, by Nathaniel Platt and Muriel J. Drummond; xxiv + 705 + xxv p.; Prentice-Hall; \$5.48; 1959 (1954). Supplemented by teacher's manual, tests, and key. Nine units follow a chronological pattern. Each of the 28 chapters is abundantly illustrated and concludes with a summary section called "Putting Our Study to Use." An illustrated time-line highlights important events at the conclusion of each unit.

#### Far Eastern History

**WALTZ:** *Far Eastern History*, by Emelyn Waltz; 578 + 19 p.; Christopher; \$5.00 + 50 cents for supplement; 1953. Supplemented by "Domestic and International Events of 1950-1958." The author has taught a high school course in Far Eastern History since 1946. Her textbook is essentially an expanded outline of 45 chapters confined mainly to China and Japan. Several paragraphs of text follow bold headings that trace cultural and political development from ancient times to 1958 (with the assistance of a supplementary booklet).

#### American History

**BANKS:** *Chrono-Topical American History*, by Philip Banks; vi + 442 p.; Cambridge Book; \$.85; 1958. Supplemented by key. "The events leading up to the Declaration of Independence, to the Constitutional Convention and the Constitution itself are intensively treated" in the first two units. The remaining seven units, about four-fifths of the text, combine chronological and topical organization with much drill material.

**BELASCO:** *Topics in American History: A Basic Review*, by Milton Jay Belasco, edited by Joseph R. Caruso; 377 + xxxi p.; Cambridge Book; \$.85; 1958. Supplemented by key. Designed to help students to prepare "more thoroughly" for examinations, this review text culminates each of 34 chapters with objective-type and essay questions.

**GAVIAN AND HAMM:** *The American Story*, by Ruth W. Gavian and William A. Hamm; viii + 744 p.; Heath; \$5.00; 1959 (1957, 1954, 1951, 1947, 1945).

Supplemented by teacher's manual. Larger type, one-column arrangement, and limited use of color distinguish the format of this text. The narrative is mainly chronological and partly topical. The 50 chapters, allowing for illustrations, have an average length of ten pages each. Concluding each chapter are names and terms to identify or explain, subjects of talks or written reports, and questions for understanding the text. There are bibliographies and suggested activities for each of eleven units.

GRAFF AND KROUT: *The Adventure of the American People*, by Henry F. Graff and John A. Krout; xii + 738 p.; Rand McNally; \$5.56; 1959. Supplemented by teacher's manual, study guide, and American history readings (*The American Reader*, by Paul M. Angle; xvi + 704 p.; Rand McNally; \$6.00; 1959). This new textbook will be a strong competitor. Attractively designed, well-organized, and interestingly written, the book is lively, colorful, and up-to-date. A "Workshop" stressing skills and concepts concludes each of the 30 chapters and 7 parts. Most of the 500 pictures depict the past as it saw itself. There are over 70 maps, good bibliographies, and a useful appendix.

STEEN: *The United States: A History*, by Ralph W. Steen; viii + 568 p., Prentice-Hall; \$4.68; 1959. Supplemented by teacher's manual. This chronological narrative traces our country's history from the age of exploration to the age of space in nine units. The teaching aids for each chapter, prepared by Mrs. Gladys E. Steen, includes review questions that outline the chapter; persons, places and terms to identify; and interesting things to do. There are 13 maps and no bibliographies or suggested reading references.

VAUGHAN: *A History of our Nation*, by James L. Vaughan, edited by Joseph R. Caruso; iv + 351 p.; Cambridge Book; \$8.00; 1958. Supplemented by key. Why do review textbook authors lay claim to "a complete account" and "a comprehensive history" that is "simple, understandable and enjoyable?" This simple narrative runs the chronological baseline, touching all bases before the final fall-away slide home (in 22 pages) to "Our Country, the Land and the People Today."

WIRTH: *United States History*, revised edition, by Fremont P. Wirth; xvi + 16 p. insert + 734 + lxix p.; American Book; \$5.60; 1958 (1957, 1955, 1954, 1952, 1950, 1949, 1948). Supplemented by workbook and key, tests and key, teacher's manual, and film guide. This well-known text has been brought up-to-date with emphasis on 20th century developments. Two-thirds of the narrative, organized topically in five units, deals with the period since 1865. The organization of content and the teaching aids are very good.

#### Economics

KLEIN AND COLVIN: *Economic Problems of Today*, by Jacob Klein and Woolf Colvin; vii + 623 p.; Lyons and Carnahan; \$4.00; 1959 (1953, 1947). Supplemented by workbook, tests, keys, teacher's manual, and film guide. The eight units in this text combine some theory with practical applications. Developments and statistics for the period since 1950 receive superficial treatment but the basic tools for economic literacy are here. Updating the historical background is needed. The author's preface inaccurately describes the book's teaching aids. There are no reference materials listed at the end of each unit.

LINDHOLM AND DRISCOLL: *Our American Economy*, by Richard W. Lindholm and Paul Driscoll; with general editor Lewis Paul Todd; xii + 499 p.; Harcourt Brace; \$4.36; 1959. The fundamentals of "getting and spending" are presented in seven units that survey the American economy and focus on student interest in consumption, potential home ownership, entrepreneurship, employment, and taxation. The text then goes on to present major concepts of money and banking and concludes with a discussion of business cycles, foreign trade, conservation, agriculture and the economic principles of socialism and communism.

SMITH: *Economics For Our Times*, third edition, by Augustus H. Smith in consultation with Emile Benoit; xi + 596 p.; McGraw-Hill; \$5.48; 1959 (1953, 1950, 1945). Supplemented by tests, key, and text-films. This principles and problems text, attractively designed, groups chapters on major economic problems in a separate section following the familiar organization of material on consumption, production, exchange, money and banking, and distribution. There is attention to government and the economy, international trade, and personal economics (choosing a career and becoming a wise consumer).

#### Government

BRUNTZ: *Understanding Our Government*, by George B. Bruntz; v + 550 p.; Ginn; \$4.80; 1959 (1957, 1955).

MAGRUDER AND McCLENAGHAN: *American Government*, by Frank A. Magruder and William A. McClenaghan; xii + 756 p.; Allyn and Bacon; \$5.20; 1959 (yearly from 1917). Supplemented by workbook, tests, and teacher's manuals.

PAQUIN AND IRISH: *The People Govern*, by Laurence G. Paquin and Marian D. Irish; viii + 598 p.; Scribner's; \$4.88; 1958 (1954). Supplemented by tests and key. Eleven units review the American heritage, the meaning of democracy, the structure of our national, state, and local government, and



the major functions of government in the areas of finance, the economy, welfare, and national security. The text is attractively designed and includes end-of-chapter study helps.

POSEY AND HUEGLI: *Government for Americans*, by Rollin B. Posey and Albert G. Huegli; x + 467 + xli p.; Row, Peterson; \$5.20; 1959 (1954, 1953). Supplemented by workbook and tests. Suggested projects introduce each of seven units. There are chapter review questions, suggested readings, and vocabulary lists. After sketching the historical framework, the narrative examines the structure and functions of the national government including a separate unit on foreign affairs, state and local government, and citizenship in a democracy.

RIENOW: *American Government in Today's World*, by Robert Rienow; xiii + 751 p.; Heath; \$5.00; 1959 (1957, 1956). Supplemented by teacher's manual. Eight units describe the constitutional setting, the citizen and his government, decision making, administration, law enforcement, state and local government, and a topical arrangement (in 10

chapters) of the functions of government. "Following Through" concludes each chapter with review activities and suggested projects.

#### Problems of Democracy

HALL AND KLINGER: *Problem Solving in Our Democracy*, by J. Oliver Hall and Russell E. Klinger; ix + 581 p.; American Book; \$5.60; 1958 (1957). Supplemented by teacher's manual and tests. The problems considered in this text follow the problem-solving technique in five steps: make the problem your own, state or define the problem, attack the problem, arrive at conclusions, and plan for action. Units include attention to governmental, social, economic, personal, and international problems. The approach and attention given to some controversial issues is "safe."

#### Sociology

COLE AND MONTGOMERY: *High School Sociology*, by William E. Cole and Charles E. Montgomery; viii + 406 p.; Allyn and Bacon; \$4.40; 1959 (1955, 1948, 1942, 1936). Supplemented by workbook, tests, and teacher's manuals.

### A MODEL CLASSROOM

(Continued from page 383)

10. Open single elevated shelves (above tops of windows) are needed for display of models; e.g., famous buildings, printing presses, ships, Neanderthal skulls, Pompeian furniture, etc.
11. A minimum of audio-visual equipment (available in the classroom or from an audio-visual aids area) should include the following: opaque projector; slide, film, and film strip projectors; a radio; a TV projector; a phonograph; films; film strips; slides; etc.

The list of collectable items which have value for social studies teaching is limitless: The scope of this article obviates the mention at length of the many materials the modern teacher needs. No classroom need be equipped initially with an abundance. The teacher and his students, depending upon their developing interests and the resources of the community, will add to the materials in the classroom. Further, the materials should be displayed temporarily so that each new class can collect, display, and discuss the artifacts and specimens it discovers and originates.

On the racks in the modern classroom we should certainly expect to find newspapers (at least two presenting different points of view), weekly news magazines (special department, world affairs, social, literary), and current pamphlets;

e.g., Foreign Policy Association publications. Of course, certain books, encyclopedias (on different reading levels) yearbooks, atlases and dictionaries would be available. Globes (including slatted air-age 24") and individual small globes as well as maps of many kinds (multiple mounted) are needed:

1. Physical-political: World, Eastern Hemisphere Polar (azimuthal equidistant projection, United States and possessions, North America, Europe (recent), Africa, Asia, Oregon.
2. Historical: American series.
3. Slated wall outline maps: U. S., World, Regional or State (in our case Oregon), Time Zone.
4. Pictorial: Relief, Economic.

Certain documents should be available: *Mayflower Compact*; Albany Plan of Union; Declaration of Independence; Constitution of the United States; Bill of Rights; State Constitution; to mention only a few.

The suggestions presented here, many of which we hope to incorporate in the Social studies classroom to be part of the new social science building on the Southern Oregon College Campus, should contribute materially to better teaching and learning in the social studies.

# Notes and News

Merrill F. Hartshorn

## Summer Laboratory for Educational Leaders

The Second Annual Summer Laboratory for Educational Leaders, sponsored by the National Training Laboratory will be held at Gould Academy, Bethel, Maine, July 17-August 5, 1960. The Laboratory provides an opportunity for exploring and practicing basic skills in human relations. The program focuses on training in sensitivity to individual and group forces; the theory of group and organizational behavior; and on practice of leadership and membership abilities.

Descriptive materials and an application blank may be secured by writing to the National Training Laboratory, 1201 Sixteenth Street, N.W., Washington 6, D.C.

## New England Conference on Asian Studies

As a result of a meeting of persons interested in the development of Asian study programs in our schools, the New England Conference on Asian Studies was formed in April 1959. The headquarters of the Conference are at 66 Grove Street, Wellesley 81, Massachusetts. John G. Schuler is serving as chairman of the Conference.

The office of the Conference has established files for information showing where books, pamphlets, visual aids, and other teaching materials pertinent to Asian studies or to particular subjects can be obtained. The Conference also has compiled a list of persons and organizations who have developed unique roles in this field and whose services may be made available to institutions in the New England area. There is also a small but valuable lending library of books, magazines, and pamphlets on East Asia for the use of the Conference membership.

Conference membership for the year ending in June 1960 is \$1 and is available to any interested person. Membership entitles the holder to a bi-annual newsletter and maximum use of the services of the Conference.

The first meeting planned by the Conference was held November 6 in Lexington, Massachusetts. After a short business meeting, a paper was

presented by Francis J. Smith of Brookline Public High School on the topic "Components of a Unit in Asian Studies in a Traditional Social Studies Course and the Philosophy that Underlies Its Inclusion."

The evening session included a panel presentation and discussion of two papers: "The Role of the Scholar in Chinese Society" by Allen Low, Instructor in Chinese History and Language at the Choate School, Wallingford, Connecticut, and "The Impact of the West on China in the 19th Century" by Edward M. Lawton, Jr., Instructor of Oriental History at Williston Academy, Easthampton, Massachusetts. Robert Lazear of the Department of History at Pomfret School in Putnam, Connecticut, led the discussion.

Another meeting of the Conference is planned for this Spring.

## ATSS

The Association of Teachers of Social Studies in the City of New York met in October in cooperation with the North Central Association's Foreign Relations Project and considered the subject "New Approaches to Teaching Foreign Affairs."

B. R.

## Indiana

The Indiana Council for the Social Studies held its Fall luncheon meeting in Indianapolis on October 22. The general theme of the meeting was "Lincoln Year." The Honorable Birch Bayh, Speaker of the Indiana State House of Representatives spoke on the topic, "Politics and the Social Studies." Special guests included Governor and Mrs. Handley and Dr. and Mrs. Edgar B. Wesley. Dr. Wesley is currently serving as guest lecturer at Ball State Teachers College in Muncie.

W. E.

## Florida

The Third Annual State-Wide Social Studies Clinic was held in Jacksonville on October 16 and 17. Sponsored by the Duval County Council for the Social Studies and the Florida Council for the Social Studies in cooperation with the Foreign Relations Project of the North Central Associa-

tion, the Clinic took as its theme, "The U. S. and World Affairs."

Before the first general session, officers of the local councils met for a leadership conference. This was followed by an evaluation and discussion of the NCA Foreign Relations Project by representatives of participating schools, and a discussion of "Developing Understanding Through Maps and Globes." Various committee meetings of the state council were held, and visits to the extensive materials display were conducted.

James M. Becker of the Foreign Relations Project addressed the first general session, choosing as his topic, "United States Foreign Policy and the Citizen's Role." Following Mr. Becker's remarks, a reception was held by the Duval County Council for the Social Studies.

Topics presented at Saturday's sessions included "Asia in 1959," "U. S. and U.S.S.R.: Conflicting Giants," "Foreign Policy and the Office of the Presidency," and "General Education in the Social Sciences—13 and 14."

Discussion groups considered "Teaching About Contemporary Affairs in the Elementary School," "Florida Curriculum Revision: Implications for Improving Junior High Social Studies Curriculum, 7-9," "Skills and Understandings in Foreign Relations through NCA," "Teaching About the Soviet Union," "Developing Productivity: Western Europe and Central Africa," "Current Events Instruction in Secondary Schools," and "General Education in the Social Sciences."

At the final session which took the form of a luncheon meeting, Walter H. C. Laves, Chairman of the Department of Government at Indiana University, spoke on the subject, "A Hard Look at U. S. Aid in South and Southeast Asia."

J. R. S.

### Central Ohio

The Social Studies Association of Central Ohio has planned six meetings for the 1959-60 school year. At the October 13 meeting, Meno Lovenstein, Professor of Economics at Ohio State University, was the featured speaker. At the November meeting a panel of Britons discussed "Education in England."

On January 19, Daniel Galbreath, world traveler, will present "An African Safari on Film," and the February 23 meeting will have as its guest William Papier, Director of the Division of Research and Statistics of the Ohio Bureau of Unemployment.

The Eighth Annual In-Service Education Workshop will take place on Saturday, March

26, and the final meeting of the year with the annual banquet and business meeting will be held on Tuesday, April 26. John Vorys, Former Congressman of the 12th Ohio District will be the guest speaker.

K. O.

### New Jersey

The New Jersey Council for the Social Studies held its Annual Meeting in Atlantic City November 12 and 13, at the same time of the NJEA convention.

At the opening session, George Hecht of *Parents Magazine* discussed "The Challenge of Soviet Education and What We Should Do About It." The second session, which was held on Friday, dealt with the Middle East. Hal Lehrman, author, foreign correspondent and commentator, was the featured speaker. The sessions closed with a business meeting and a luncheon meeting in honor of the Executive Board.

M. A.

### New England

The New England Association of Social Studies Teachers held its Spring Meeting May 2 at Phillips Academy, Andover, Massachusetts. About 200 members were present.

After registration and a coffee hour, Robert E. Riegel, Professor of History at Dartmouth College, discussed "A Living Ideal: The Mid-Nineteenth Century Woman." At the ensuing luncheon session, Robert G. L. Waite, Professor of History at Williams College, discussed "The Nazi Revolution: Comments on Causation." Former president Charles R. Keller also addressed the group briefly.

Phillips E. Wilson served as Chairman for the meeting, and Leonard F. James, Head of the Department of History at Phillips Academy, acted as Program Chairman.

W. L. O'L.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your contributions as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Bertha Russell, Will Engelland, J. R. Skretting, Kenneth Olbert, Maud Austin, and Wilfred L. O'Leary.

# Pamphlets and Government Publications

Louis M. Vanaria

## UNICEF Greeting Cards

Annual greetings have been part of almost every country's traditions ever since ancient times. A major industry was born when greeting cards were first printed in large quantities in England about 1865. Although designs may change, the cards convey the same, warm message. UNICEF Greeting Cards do more than convey wishes of happiness. Published by the United Nations Children's Fund, they actually bring happiness, in the form of improved health and a better chance for survival, to countless needy children in underdeveloped areas of the world. For more information, including what you and your students can do to help, write to the U. S. Committee for UNICEF, Greeting Cards, United Nations, N.Y. The proceeds from a single box of ten cards, priced at \$1.25 provides 45 hungry children with a glass of milk every day for a week or the vaccine to protect 60 children from tuberculosis.

## Vital Issues Resource Kits

The Center For Information on America, Washington, Connecticut publishes *Vital Issues Discussion Guides*. They are a source of reference and background material to guide group discussion among adults and young people. Available through regular subscription, *Vital Issues* are also offered in the form of special packets organized topically and obtainable at special rates. These include the *Education Package* (50 cents): "Crisis in the Public Schools: What's Up? What's Needed?" "Education Beyond the High School—Crisis at the College Level?" "The Cost of Education—How Much? Can We Afford It?" "Educational Television—How's It Doing?"; the *Foreign Policy Package* (50 cents): "Eastern Europe: Achilles Heel of Communism?" "Our Foreign Policy Service: How Good Is It? Can We Improve It?" "Our China Policy: Change It or Leave As Is?" "Our Latin American Policy—What More Is Needed?"; the *Conservation Package* (40 cents): "Our Natural Resources:

Have We Enough? Will They Last?" "Our Great Outdoors—What Are We Doing About It?" "Urbanization—Blight or Blessing?"; the *Economics Package* (50 cents): "The U. S. Economy—What Are Its Problems and Needs?" "Transportation—the Railroads: What's Their Situation?" "Inflation: What's To Be Done About It?" "Unemployment: Is Permanent Prevention Possible?" Ten *Vital Issues* will comprise Volume IX (September, 1959-June, 1960). Write for a complete list of available *Vital Issues*. Recently released is *Exploration of Space: For Man's Benefit or Detriment?* 35 cents. This timely leaflet defines space, outlines types of space explorers, and treats on scientific, commercial, and military-political uses of space. It reviews in layman's language, the organization of U. S. space activities and discusses international space law and regulation.

## American-Iron and Steel Institute

The prolonged steel strike of 1959 may focus classroom attention on labor-management problems and the importance of steel production in our national economy. The steel industry tells its story in materials available from the Public Relations Department, American Iron and Steel Institute, 150 East 42 Street, New York 17. The following publications are available to teachers in classroom quantity (unless otherwise specified): *Steel Facts*, issued six times a year—eight-page information bulletin about current affairs in iron and steel, free; *History Articles*, a selection of 57 articles reprinted from *Steel Facts*, covering early highlights of the iron and steel industry in the United States, single copies only, free; *The Picture Story of Steel*, non-technical description of steelmaking, 56 p., free; *Steel—From Mine to You*, four-page diagram of principal iron and steelmaking operations, free; *Major Steps in Steelmaking*, black and white schematic layout sketch, free; *Steel—Jimmy Gets His Story*, cartoon booklet, 16 p. in color, free; *Geography of Steel, 1957*, a four-page folder containing a map of the iron and steel industry, and statistics, free; *Wage Trends in Steel*, four-page folder of statistics



about average wages, free (single copies only); *The Making of Steel*, highly illustrated, technical, 96 p., free; *Steelmaking Illustrated*, booklet of 20 charts in color, covering steps in steelmaking, 25 cents per copy; *A Century of Progress*, reprint that traces the rise of America's steel industry from the time of the Bessemer-Kelly patents, free; *Reference and Audio Visual Materials On Iron and Steel*, a guide to materials produced by American Iron and Steel Institute and its company members, free (one to a teacher); *Steelways*, bimonthly, 24-page magazine of feature type articles, free to teachers (not available in quantities for classes); *For the Farmer . . . More Savings With Steel*, tells how greater use of steel has helped the farmer, 26 p., 20 copies free, additional copies 15 cents each.

### Organized Labor

Big Labor can rival Big Business for an audience in classrooms. Teachers should place their names on the mailing list of the American Federation of Labor and Congress of Industrial Organizations, Department of Education, 815 16th Street, N.W., Washington 6, D.C. Recent arrivals in the editor's mail from this source are *Labor Looks at Automation*, a 28-page booklet, revised in July, 1959, and *Why Unions?* (publication no. 41, n.d.). Included in the latter are useful suggestions concerning additional sources of information. They include (1) the national headquarters of the unions which have locals in your communities. Contact the local officers in your home-town and ask them to place you on the mailing list of their national union's weekly, or monthly, publication. (2) Subscribe to the national *AFL-CIO News*, or the monthly *American Federationist*, which presents news of labor and labor's national viewpoints on a host of subjects. Ask to be placed on the mailing list of the papers of the unions that function in your community. (3) Contact the AFL-CIO Representative for Religious Relations. (4) For matters of economic information, the AFL-CIO Department of Research will be pleased to supply you with some of its economic bulletins and studies.

### Government Publications

Issued annually, the *United States Government Organization Manual*, 1959-60 edition, \$1.50, is the official handbook of the Federal Government. It contains sections describing the creation and authority, organization, and functions of the agencies in the legislative, judicial, and executive branches. Other supplemental information in-

cludes a list of several hundred representative publications showing the types of published materials available from government establishments. There is a comprehensive index.

Useful is the *Catalog of United States Census Publications, January-June 1959* (U. S. Government Printing Office, Washington 25: 70 p., 25 cents). Titles listed may be obtained from the Bureau of the Census and from the Superintendent of Documents. Included also is a special appendix, "Reports on Census Methods, 1950-58." Teachers can follow the details of the 18th Decennial Census of the United States by having their names placed on the mailing list of the U. S. Department of Commerce, Bureau of the Census, Washington 25, D.C. The 1960 population census will include a total of about 25 inquiries, two-thirds of which pertain to what might be called social characteristics and the remainder to economic characteristics such as work status, occupation, industry, and income.

Beginning with the text of the Sherman Act of 1890, *The Antitrust Laws: A Basis for Economic Freedom* (U. S. Government Printing Office, Washington 25: 109 p., 35 cents) provides a comprehensive compendium of antitrust laws as of January 1, 1959. For ease of reference, these laws have been grouped under five general categories: prohibition and penalty; implementation and policy formation; exception and exemption; process and procedure; and related laws.

### Miscellaneous

Free copies of *Simplified Parliamentary Procedure* (Carrie Chapman Catt Memorial Fund, Inc., 1026 17th Street, N.W., Washington 6, D.C.: 12 p.) are available on request to civic and educational organizations. There is also an edition in Spanish.

The new home of the American Jewish Committee is the Institute of Human Relations, 165 East 56 Street, New York 22, N.Y. The Institute serves as a center of research and education in the field of inter-group relations.

During the 1959-60 school year, the Service Center for Teachers of History, 400 A Street, S.E., Washington 3, D.C. will continue to publish new pamphlets. Copies of new pamphlets, as well as copies of titles previously published, will be available on the following revised basis: Single copies, 50 cents (except *Key to the Past*, 75 cents)—quantities of 10 or more of the same or assorted titles, 25 cents each; 100 or more of the same or assorted titles, 15 cents each. Write the Service Center for a complete list of all titles.

# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*Land of Liberty—Part V.* 20 minutes. Rental or lease: apply. Teaching Films Custodians, 25 West 43rd St., New York 36.

At the New York World's Fair held in the late 1930's, the motion picture industry presented a history of the United States in motion picture form. The scenes were taken from feature films with historical content. After the film had served its purpose with Fair audiences it was divided into four twenty-minute episodes and made available to schools through Teaching Films Custodians. *Land of Liberty*, as the film is called, has received a favorable reception by social studies teachers. There was a feeling, however, that the film should be brought up to date with the addition of a fifth episode which would cover the period from 1939 to 1958.

The production of a film on recent American history proved to be a challenging, but extremely difficult, undertaking. The motion picture industry agreed to make available newsreel footage from this period. A special committee from the National Council for the Social Studies worked with the staff of Teaching Films Custodians. After more than two years of viewing selected footage, cutting, discarding, searching, and editing, the film is now ready for distribution to the schools.

Those who screen this film looking for a source of facts and statistics will be disappointed. In attempting to visualize the highlights of historical, social, scientific and economic progress in the United States from 1939 to 1958, and to do this job in 20 minutes, the editors obviously had to be content with giving their viewers a sense of the spirit of two decades rather than a step-by-step chronology of occurrences. Significant personalities are introduced and their influence upon national and world affairs is noted and measured. The relationships of economic, scientific and social factors receives judicial emphasis. The whole production gives an accurate impression of a fast-moving, world-shaking, crowded era.

Trying to review this film is almost as difficult as trying to fit it together. One must see it to really understand its fast-moving pace. Starting

with scenes of the Works Progress Administration to recall the depression of the 1930's we move rapidly on to the world scene. Mussolini struts and gestures, Haile Selassie pleads in vain for help from the United Nations, Hitler greets Chamberlain in Munich professing peace while planning war. The United States becomes the arsenal of democracy. Then comes all-out, global war. The Japanese bomb Pearl Harbor, and the United States enters the conflict. We follow the progress of the war on land, sea, in the air, and on the home front. Finally, comes D-Day, the end of the war in Europe, the dropping of the atomic bomb, and the end of the war. Now the world enters the atomic age. Developments in medicine, chemistry, jet flight, and space exploration are reviewed. The social problems are depicted, including juvenile delinquency, integration, and problems of housing. Alaska and Hawaii become eligible for statehood. Television takes hold of the American home. Do-it-yourself addicts help to make for a boom in gadgets. Other aspects of present-day life are seen and commented upon. The film ends on a patriotic note urging citizens to participate in community affairs and active citizenship.

*Land of Liberty—Part V* is a valuable addition to the teaching material so badly needed in the field of recent history and current affairs.

## Motion Pictures

Coronet Films, Coronet Building, Chicago 1.

*Spanish Colonial Family of the Southwest.* 13½ minutes; sale: black-and-white, \$75; color, \$137.50. Recreates the life of a Spanish colonial family living on a self-sufficient hacienda in Southwestern United States in the early nineteenth century. We see the typical pattern of life on the hacienda itself and the roles of the Southwestern Indians and the Catholic mission in this representative Spanish culture adapted to life in the New World.

*Greece: The Land and the People.* 11 minutes; sale: black-and-white, \$60; color, \$110. Photographed in Greece, the film relates the important geographical feature of that country to social and economic conditions. Reviewing some of the historic problems resulting from poor land, it is basically a picture of Greece today, depicting the country, the people, and the progress being made in conservation, agriculture, transportation, and industry.

*Communication in the Modern World.* 11 minutes; sale: black-and-white, \$60; color, \$110. Within a framework of

historical development, the film vividly portrays the importance of communication in the local, national, and international community today. Examining the various means of communication such as books, newspapers, radio, telephone, recordings, television, and motion pictures, we learn of their significant role in our society and of recent technological developments.

*Geography of South America: Five Northern Countries.* 11 minutes; sale: black-and-white, \$60; color, \$110. The economic concepts related to land, climate, and major resources are emphasized in this film on Colombia, Venezuela, and the three Guianas.

*Rise of the Roman Empire.* 13½ minutes; sale: black-and-white, \$75; color, \$137.50. Traces the development of Rome from a group of early tribal communities to a mighty empire which embraced a large part of the Western world. It emphasizes Rome's concept of democracy and citizenship, its legal and administrative system, and its military strength.

*Decline of the Roman Empire.* 13½ minutes; sale: black-and-white, \$75; color, \$137.50. This film covers the dramatic period from 200 A.D. to 476 A.D., and uses actual settings in France, England, the Near East, and Rome.

*Germany: Feudal States to Unification.* 13½ minutes; sale: black-and-white, \$75; color, \$137.50. Traces Prussia's growth in strength in the nineteenth century, shows how other German states were brought under its control to establish a strong German nation.

*Westward Growth of Our Nation (1803-1853).* 11 minutes; sale: black-and-white, \$60; color, \$110. The story of the expansion of the United States from the Mississippi to the Pacific. Shows how the various regions became a part of our nation.

Francis Raymond Line Films, 5475 Eagle Rock View, Los Angeles 41.

*Abraham Lincoln—A Study in Greatness.* A three-part film, each part 17½ minutes in length, with narration, music, and color; sale, \$180 for each part, or \$440 for the total production. Part 1, "Youth," traces the life of Lincoln from birth to age 21. Part 2, "The Illinois Years," takes Lincoln up to his election as President. Part 3, "The War Years" deals with Lincoln the wartime President. The entire film is done through pictures of statues and reliefs of Lincoln and panoramas of the Lincoln country.

Information Officer, Room 947-C, Film Services, United Nations, New York 17.

*Power Among Men.* 90 minutes; rental, \$75 to \$125, depending upon audience size. The first feature-length film to deal with the idea and purposes of the United Nations. It is a film about two forces which co-exist in humankind: power to build; power to destroy. There is no answer in this film as to which power is stronger. There is the positive conclusion, however, that unless we learn—fast—to control our own will to destroy, we shall surely lose the privilege of a choice between the two kinds of power in men.

International Communications Foundation, 9033 Wilshire Blvd., Beverly Hills, California.

*The Hittite Sun.* 25 minutes; rental: \$5 for 5 days. A survey of the history and art of the ancient Hittite empire is given in this film through photographic use of inanimate objects

*On the Roads of Asia Minor.* 60 minutes; rental: \$5 for 5 days. A film that sketches the history of Asia Minor through the cultures of the Hittites, Greeks, Romans, Salkirs, and Ottomans.

Modern Talking Picture Service, 3 East 54th St., New York 22.

*Building a Highway.* 14 minutes; color; free loan. A history of the road, from the Appian Way of the Romans to our present super highways.

Northern Films, 1947 14th Ave. North, Seattle 2, Washington.

*Letters from Alaska.* 20 minutes; color; sale, \$175. Shows people, cities, industries, climate, agriculture, geography, Alaskan Highway. Review's Alaska's history from its discovery in 1741 to the present.

Portland Cement Association, 33 West Grand Ave., Chicago 10.

*People and Movement.* 25 minutes; color; free loan. Shows the vital necessity of the Interstate System to accommodate America's fast-growing population and to aid in the continual expansion of America's economy.

## Filmstrips

Australian News and Information Bureau, 636 Fifth Ave., New York 20.

*Australia, Country With a Future.* Sale, \$1.65. A general coverage of Australia and its industries.

*The Economic Geography of Australia.* Sale, \$1.50. Climate, soil, vegetation, and mineral resources.

Enrichment Teaching Materials, 246 Fifth Ave., New York 1.

*Landmark Enrichment Filmstrips—Set No. 4.* Color; sale, \$35 per set of six. Titles are "George Washington," "John Paul Jones," "The Vikings," "The Santa Fe Trail," "Mr. Bell Invents the Telephone," and "The Story of D-Day."

Eye Gate House, Inc., 146-01 Archer Ave., Jamaica 35, New York.

*Countries of Western Europe.* Set of 9 filmstrips in color; sale, \$25. Titles are "Austria," "Belgium," "Germany—Part I," "Germany—Part II," "The Netherlands," "Portugal," "Modern Turkey—Part I," "Modern Turkey—Part II," and "Yugoslavia."

*Eire—The Irish Republic.* Set of 7 filmstrips in color; sale, \$25. Titles are "Historic Background," "Geographic Background," "Industries and Products," "People, Education, Transportation," "Important Cities," "Other Important Cities," and "Farm Life in Eire."

*Little Town—U.S.A.* Set of 9 filmstrips in color; sale, \$25. "Types of Little Towns," "Little Town, U.S.A.," "Stores in Little Town," "Shopping on Main Street," "Food for Little Town," "Houses in Little Town and Life on a Farm," "Building a House in Little Town," "Workers and Activities in Little Town," "People Who Help Little Town."

*Our Presidents—Series One.* Set of 9 filmstrips in color; sale, \$25. "George Washington," "John Adams and Thomas

Jefferson," "James Madison and James Monroe," "John Quincy Adams and Andrew Jackson," "Martin Van Buren, William H. Harrison, and John Tyler," "James K. Polk, Zachary Taylor, and Millard Fillmore," "Franklin K. Pierce, James Buchanan, and Andrew Johnson," "Ulysses S. Grant," "Rutherford B. Hayes, James A. Garfield, and Chester Alan Arthur."

*Our Heritage of Freedom.* Set of 9 filmstrips in color; sale, \$25. "America, The Beautiful," "The Land and the People," "The American Way of Life," "Our Heritage of Freedom," "The Symbol of Liberty," "The Sound of Liberty," "The Light of Liberty," "The Meaning of Democracy," "Making Democracy Work."

The Jam Handy Organization, 2821 East Grand Blvd., Detroit 11.

*Asiatic Lands and People.* Set of 5 filmstrips in color; sales, \$25.95 per set. Titles are "Japan," "Pakistan," "Burma," "Thailand," and "Malaya."

*Australia, Indonesia, and The Philippines.* Set of 7 filmstrips in color; sale, \$36.50. Titles are "Australia—City Life," "Australia—Ranching," "Australia—Farming and Mining," "Indonesia—Village and City Life," "Indonesia—Products, Customs, and Arts," "The Philippines—Village and City Life," "The Philippines—Farming and Natural Resources."

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14.

*Living in the Soviet Union Today.* Set of 7 filmstrips in color; sale, \$39.75 per set. Titles are "Housing and Home Life," "Schools and Pioneer Activities," "Agriculture," "Food, Markets, and Stores," "Transportation and Communication," "Four Cities," and "Natural Resources."

World Affairs Materials, Brooklyn College, Brooklyn 10, New York.

*Nigeria.* Fifty frames in color; sale, \$6. An on-the-spot report of various phases of life in Nigeria.

*Profile of Pakistan.* Color; sale, \$6. A tour of the country and intimate glimpses of the life of the people.

*Profile of Puerto Rico.* Color, sale, \$6. A thorough study of the island and its people.

### Of All Things

Color slides of "Historic Flags of the United States of America" may be obtained from Color Slide Encyclopedia, P.O. Box 123, Cincinnati 31. A complete list of color slides including "Flags of the United Nations" will be mailed upon request.

A new catalog of "Educational Aids for Schools and Colleges" may now be obtained from the Education Department, National Association of Manufacturers, 2 East 48th St., New York 17. Listed are free pamphlets and motion pictures. Of special interest is a flannel board kit entitled "How Our Business System Operates." This kit costs \$37.50.

The September 1959 issue of *Educational Screen and Audiovisual Guide* has an excellent

article on "Criteria for AV Equipment" by Philip Fayen. It is an excellent guide for the purchase of audio-visual apparatus.

A complete list of material available on modern Turkey may be obtained by writing to the International Communications Foundation, 9033 Wilshire Blvd., Beverly Hills, California. Among the teaching aids listed are still pictures at 32 cents each; records of Turkish music at \$3.20 per album; tape recordings of a modern Turkish opera (three 1200-foot tapes for \$9); and selected motion pictures.

### Television

The National Educational Television and Radio Center now maintains its headquarters in the Coliseum Building, 10 Columbus Circle, New York City 19. This organization serves as a clearing house for information and program experimentation in the field of educational television.

The Committee on Television, American Council on Education (1785 Massachusetts Ave., N.W., Washington 6, D.C.) estimates that at least 50 ETV stations will be on the air by the end of 1959.

### Records

Write to Enrichment Teaching Materials (246 Fifth Ave., New York 1) for a complete list of "Landmark Enrichment Records" based on the *Landmark* books published by Random House. Available are some 16 albums of records dramatizing various events and movements in American history. The newest titles are "Alexander Hamilton and Aaron Burr," "Trappers and Traders of the Far West." These two titles are on opposite sides of one twelve-inch, 33 $\frac{1}{3}$  rpm record. Another record recently released contains incidents in the lives of "Commodore Perry and the Opening of Japan" and "Teddy Roosevelt and His Rough Riders." Each record sells at the school price of \$5.29.

### Guide to Free Materials

Far and away the best general guide to free materials for school use is the *Elementary Teachers Guide to Free Curriculum Materials*. Produced and distributed by the Educators Progress Service (Randolph, Wisconsin), this Guide is revised annually and every title is carefully checked for availability, distribution conditions and educational value. The 1959 edition lists 1270 items including maps, bulletins, pamphlets, exhibits, charts, and books. It is well worth the \$6.50 which it costs.



# Book Reviews

Daniel Roselle

## I. THE SOCIAL WHIRL

In John T. Zdrozny's recently published *Dictionary of Social Science* there are listed over two hundred terms with "social," "socia," or "societal" in their titles. These include such verbal fascinators as "social capillarity," "social karyokinesis," "sociophagous nation," and "social prophylaxis." Compared to these mind-twisters, the pleasant and familiar words "social science" are as comforting as an evening with Thurber after a day with Samuel Beckett.

The great multiplication of sociological terms is another indication that scholars specializing in the study of society are among the most active and challenging in the academic world. Further proof of this fact can be found in the publication of two new and important works: *The Sociological Imagination* by C. Wright Mills, and *The Living and the Dead: A Study of the Symbolic Life of Americans* by W. Lloyd Warner.

These books are reviewed by Dr. Stanley E. Dimond, School of Education, University of Michigan; and Dr. Stanley P. Wronski, Department of Foundations of Education, College of Education, Michigan State University.



**The Sociological Imagination.** By C. Wright Mills. New York: Oxford University Press, 1959. 234 p. \$5.00.

By Stanley E. Dimond

What is the role of the social sciences in these troubled times? What are the major endeavors to which social scientists should be devoting their energies? The answers to these questions, according to the distinguished sociologist C. Wright Mills, depend upon a quality of the scholarly mind which he calls "sociological imagination."

"Sociological imagination" is the ability "to use information and to develop reason in order to achieve lucid summation of what is going on in the world and what may be happening within (the individual)." "Sociological imagination" permits the scholar to understand the meaning of history and the biographies of a variety of individuals, and to grasp the relations between the two in society. The classic social scientist pos-

sessed this quality of mind and devoted himself to the significant cultural tasks of his era.

Among social scientists today, however, Mills contends, "there is widespread uneasiness, both intellectual and moral, about the direction their chosen studies seem to be taking." The hopeful aspirations of earlier social scientists are being lost before "the pretentious mediocrity of much current effort."

This book, then, is an effort to analyze the present state of affairs among social scientists and to indicate important cultural tasks and new orientations which should become their central occupation. Since Mills is a sociologist, the bulk of his ideas and examples are drawn from sociology, but it is clear that he views the social scientist as more than sociologist. Throughout the book there are references to anthropology, economics, political science, social psychology, and history. There is a very thoughtful section on the relations of these separate disciplines and the possibilities of unifying them.

Following an opening chapter in which the thesis of "sociological imagination" is explained, a chapter is devoted to each of five current trends in sociology. Each trend is described, analyzed, and criticized in terms of the worthiness of the tasks undertaken. The trends are: 1. *Grand Theory*—endeavoring to build a theory of man and society, 2. *Abstracted Empiricism*—with a central concern for sampling procedures and Hollerith cards, 3. the *Practical Types*—such as those studying human relations in industry, 4. the *Bureaucratic Ethos*—which indulges in large-scale research on small-scale problems, and 5. the *Philosophies of Science*—which involved a long-continuing controversy over the nature of science.

The book-jacket writer says of these chapters of criticism, "His [Mills'] attack will outrage some people." And it surely will. His criticisms are vitriolic and dogmatic, but insightful and logical. Consider this brief, concluding remark on *Grand Theory*: "It is only about 50 per cent verbiage; 40 per cent is well-known text-book sociology. The other 10 per cent, as Parsons might say, I am willing to leave open for your own empirical investigations. My own investigations suggest that

the remaining 10 per cent is of possible—although rather vague—ideological use.”

Or, ponder what is happening to universities under the impact of contract research by which the problems to be studied are determined by the availability of money from the military, industry, or the great foundations. Mills states, “The idea of a university as a circle of professional peers, each with apprentices and each practicing a craft, tends to be replaced by the idea of a university as a set of research bureaucracies each containing an elaborated division of labor, and hence of intellectual technicians.” The ultimate political meaning of this Bureaucratic Ethos is assessed in this sentence, “Its use has mainly been in and for nondemocratic areas of society—a military establishment, a corporation, an advertising agency, an administrative division of government.”

*The Sociological Imagination*, however, is not merely a book of criticism. Following the chapters of criticism there are four chapters which state, in a generalized fashion, Mills’ ideas of the direction and method of social science. In spite of the great human variety, he believes social science can always be related to “historical reality—and to the meanings of this historical reality for individual men and women.” The social scientist needs to understand the uses of history in order to know the epoch in which he lives. He needs to understand the basic nature of man which sets limits to the transformation of society. He cherishes freedom and reason and uses these values in the formulation of problems. This, he believes, is the classic tradition of the social scientist.

To amplify this role of the scholar at work on problems growing out of the issues of the times, there is a thirty-page appendix, “On Intellectual Craftsmanship,” which is a personal account of the way in which Mills goes about his scholarly work. This is a delightful description which will be of value not only to the beginning student, for whom it is written, but for all who are interested in learning more about the ways in which scholars work.

The readers of *Social Education* represent a diversified and somewhat unique audience. Those who teach in elementary and secondary schools will find little of direct help to them in this book. They may be content to skim these provocative chapters to ascertain what Mills thinks of the brand of social science which they were taught in college.

Those, however, who teach in institutions of higher learning or are concerned with research

will find this volume worthy of careful study. It is not a book to be read lightly. Page after page has challenging generalizations which require the reader to think about his own beliefs and ways of working.

On the central thesis that social scientists should be engaged in the study of significant problems there will probably be little disagreement. Such a noble end seems well justified. On the means to attain this end there will be disagreement. Here it seems to be that Mills errs by assuming that all scholars need to work in the classic tradition as he has done. In our present state of ignorance, scholars could in the long run be more effective by working in a variety of ways than by limiting scholarship to the classic tradition. While the odds favor the intellectual craftsmanship of Mills, scholars pursuing the trends which he repudiates may conceivably, if dedicated to the end which he desires, add to the growing accumulation of knowledge and understanding in the social sciences. They will do this more fruitfully if they weigh seriously his criticisms.



**The Living and the Dead: A Study of the Symbolic Life of Americans.** By Lloyd W. Warner. New Haven: Yale University Press, 1959. 528 p. \$7.50.

By Stanley P. Wronski

As with many books, the sub-title of this volume is more revealing and indicative of its contents than is its somewhat abstruse main title. The heart of this book is its concern with symbolism—its development, its component parts, and its significance. Symbolism is defined as “things which stand for or express something else.” Of the sixteen chapters in the book Warner devotes the last three to developing a “theory and method for the study of symbolic life.” The reader gets the distinct impression that what is said in the preceding thirteen chapters constitutes the raw material from which the chapters on theory and method are distilled. As a matter of fact all the preceding four volumes in the Yankee City Series may be looked upon as preliminary studies which, although they stand as distinct volumes in themselves, also serve as data for the inductive process by which Warner reaches major generalizations about American life.

Why this emphasis on symbolism in the last of a series of volumes that have stood as landmarks of empirical investigations in sociology? Accord-

ing to Warner, scientific inquiry into the rational nature of man and society is not adequate. "For further aid we need to turn to our non-rational collective and individual mentalities, for the tools of rationality are not enough."

Warner acknowledges the contributions of such persons as Sapir, Durkheim, Radcliffe-Brown, Mead, and Freud in the study of symbolism. But he points out that their idea systems need further refinement and integration. The major contribution of this volume—and probably of the entire Yankee City Series—is the formulation of a theory of symbols and the offering of suggestions for a methodology in the study of symbolic life.

The study of myths and non-rational beliefs may require different rules of inquiry. But if these inquiries can be successfully carried out, we may make "new discoveries about the older meanings of man and develop new and better ways of solving his problems and determining his fate."

In his Introduction the author alerts the reader to the fact that Part V (Chapters 14-16) contains the meat of the book. Not that Parts I through IV are dull and uninteresting. Far from it! Warner manages to give vignettes of American life in such a way as to retain the objectivity and detachment of an anthropological monograph and still point out fascinating insights into this quaint and exotic culture group that inhabits Yankee City.

Part I deals with the tribulations of Biggy Muldoon, the politician from the wrong side of the tracks, and points out the use of symbols in his political career. Part II analyzes the tercentenary celebration in Yankee City in order to identify symbols in the "ritualization" of the past. Both secular and sacred symbols are dealt with in Part III which studies voluntary civic and social associations, particularly veterans' groups. A detailed study of symbolism in the Catholic and Protestant religions is contained in Part IV.

Of these four parts Warner was probably on shakiest grounds in dealing with the symbols of history (Part II). Among other shortcomings he bases his entire treatment of historical symbols on a detailed analysis of one series of events by which the people of Yankee City commemorated their past, that is, the tercentenary (1630-1930) celebration. Even more damaging to his analysis are his broad generalizations about the underlying kinds of symbolism contained in the study of the past. Warner postulates two general categories of symbols: (1) "referential" or rational types and (2) non-rational evocative types

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which have an element of "collective emotion." He admits that it is possible for historical symbols to contain elements of both categories. In speaking of the events in the tercentenary parade, however, he says that "the significance of each event selected (and rejected) was not a matter of reference and rational sign behavior but of collective emotion and evocative symbolism." Furthermore, the ceremony of the tercentenary parade "is a close analogue to the historical myths and rites of primitive societies." But he fails to indicate the significant differences in degree between the contemporary historians' fact-finding and the nebulous foundations of the myths held by many primitive tribes. Warner attaches relatively little importance to the quest for historical accuracy and an inordinate amount of importance to the "evocative symbolism" of the tercentenary. He categorically states that while "historic facts were indeed collected and arranged in symbolic form, they were the lesser part of the enterprise and perhaps necessary only because they successfully disguised its real nature." Such prostitution of history undoubtedly takes place under some circumstances, but it is unlikely that it regularly attains the wholesale

proportions that Warner here attributes to it.

As for the concluding chapters on symbols, symbol systems, signs, and meanings, suffice it to say that Warner has made an important addition to both theory and methodology by his synthesizing diverse contributions to our understanding of symbols. In order to present his analysis in most understandable terms to the reader he makes frequent use of charts and models. Among the ideas and processes that he depicts graphically are those relating to types of meaning, attribution of meaning, symbolic interaction in the communications between two persons, and the human environment in which symbols are used. Throughout these analyses he places particular stress on the species group, species-centric symbols, and the suppressed species life, which is excluded from expression in the moral life of the community (e.g. certain types of sexual activity) and "takes refuge in the sacred symbols of religion and art."

The key to Warner's theory of symbols rest on the assumption that man's way of life is not so much egocentric as species-centric. In this respect he sharply differs with Freud, who referred to religion as an "illusion." Warner argues instead that religion is "a reality of far greater significance than our present scientific competence allows us to understand."

## II. BOOK FARE

### The Western Tradition

**An Introduction to the History of the Western Tradition.** By Edgar Johnson. Boston: Ginn and Company, 1959. Two volumes. \$8.00 each.

These volumes differ in at least three respects from the "standard" text in western civilization. Starting the second volume with the Renaissance puts the dividing line between semesters earlier than is usual. The author quotes source materials extensively, and gives certain key individuals extensive treatment. And the volumes have a theme, that the western tradition has been shaped by the conflict between the humanistic and ascetic points of view, and sometimes combined in Christian humanism.

The author's theme leads him to play down political developments, but he naturally includes material not directly related to it. Although some of the material is too technical for a college undergraduate course, the volumes bring out admirably the things which matter to the student



today. Professor Johnson of Brandeis University skillfully interweaves direct quotations of source materials with his own narrative. The plates are first-rate. The bibliographical note in Volume 1 follows the general pattern; in Volume 2 it is rather a suggestion of where to look for bibliographies.

The volumes offer the teacher an excellent chance to complement the materials they present. On the freshman level in college, they seem particularly well adapted to honors sections. To the high school teacher, they offer splendid illustrative selections, and fine outside reading for the superior student.

ROBERT B. HOLTMAN

Louisiana State University  
Baton Rouge



### **Puerto Rico**

**The Remaking of a Culture: Life and Education in Puerto Rico.** By Theodore Brameld. New York: Harper and Brothers, 1959. 478 p. \$7.50.

A changing society, its cultural values, and the importance of these values to the educational system make up respectively the reason, scope, and significance of Theodore Brameld's remarkable analysis of Puerto Rico's problems. These problems, though geographically isolated, are really ecumenical.

The book, a study of man and his culture, was written in an effort to revise and improve a system of education. But what is it that makes the discussion of the problem of education interesting to the out-of-the-field reader? Briefly stated, it is Professor Brameld's approach. Brameld's cultural-theory approach, a Renaissance attitude toward the creations of man, delves less into the specifics of education and more into the generics of philosophy in order to arrive at conclusions about the Puerto Rican people. Throughout his analysis, a balance of research is maintained and explicit and implicit values are compared one with another.

Puerto Rico, a crisscross of cultures, is seen as an example of syncretism, a land harboring diverse forces that are more likely to unite than separate. From a consideration of attitudes and forces to an examination of values and goals, the book moves rapidly towards its own desired end: to call attention to the remaking of a culture by means of education based on life.

An optimistic note rings throughout the book. It is an optimism based on a possibility: that an increasing determination to create liberty in

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### **Classroom Techniques**

**Sociometry in the Classroom.** By Norman E. Gronlund. New York: Harper and Brothers, 1959. 340 p. \$4.50.

According to Norman Gronlund: "The aim of this book is to provide teachers, and other educational practitioners, with the principles and procedures of sociometry that have implications for educational practice." The author has indeed presented a clear and meaningful picture of what sociometry is, how sociometric tests are constructed and used, what the limitations are to the information gained from them, and how to implement the findings in a classroom situation.

It is rare in education to find a single work that attempts (and succeeds) as this one does to give a theoretic framework, describe research findings, offer suggestions for the classroom teacher, and always maintain the cautious view

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of friendly critic of the very technique being advocated. As the author points out, "... uncritical acceptance of this relatively new technique will only hinder its effective use in school settings."

The author has been perceptive in his screening of material for inclusion in his work. The book can be a valuable tool in the hands of teachers who would like to know more about sociometry, begin a detailed and scholarly approach to the broader field of group dynamics, or learn to apply the technique in their classrooms.

STEPHEN ABRAHAMSON

University of Buffalo

#### **Sociology**

**Sociology and Social Life.** By Kimball Young and Raymond W. Mack. New York: American Book Company, 1959. 472 p. \$5.75.

Professors Young and Mack, sociologists at Northwestern University, have put together a sound, well written, somewhat traditional introduction to sociology. Without trying to be encyclopedic, they have presented the basic concepts in the field and have discussed and illustrated

them in an interesting and down-to-earth, but not watered-down, manner. Although the text is directed to students on the freshman college level, it might prove to be a genuinely useful and rewarding challenge to a senior high class, if the students are of average, or better still, above average academic ability.

The book opens with an admirably lucid and meaningful chapter on the nature of science, social science, and sociology. The remainder of the work is logically organized under three major rubrics. Part I: Social Relations; Part II: Social Organizations; and Part III: Social Institutions.

There are a few sins of omission and commission. Practically nothing is presented on public opinion and propaganda, small groups, group dynamics, or sociometry. The definition of race is oversimplified and that of religion is narrow for many sociological purposes.

The text includes a number of useful teaching aids such as vocabulary check lists, review questions, exercises, a summary of each chapter, and a glossary. A list of suggested readings is provided with each chapter.

Aside from classroom applications, the Young and Mack book will make a useful addition to the personal library of any secondary school teacher

who would like to have a sound statement of contemporary introductory sociology.

BENJAMIN J. KEELEY

Illinois State Normal University

### Literature For Young People

**Young People of the Eastern Mediterranean.** By Charles R. Joy. New York: Duell, Slogon and Pierce, 1959. 179 p. \$3.50.

This book is written for teen-agers in the United States. Ten teen-age boys and ten teen-age girls, a pair each from Egypt, Lebanon, Greece, Yugoslavia, Libya, Cyprus, Turkey, Iraq, Jordan, and Israel, tell about themselves in short sketches. Since each sketch follows a similar pattern, they tend all together to be a little monotonous. Charles R. Joy, the collector and arranger, introduces each country discussed with an entertaining essay.

The reader learns that each boy and girl lives in moderate comfort, is moderately well fed, goes to school and hopes to continue going to school, plays games, and in most cases either speaks English or is studying it. A few even mention drinking Coca-Cola and watching TV.

The sketches in the book give the impression that children THERE are pretty much like children HERE. In a sense, of course, this is true. But the way these children live is not typical for their countries, and it would be most unfortunate for youngsters in the United States to think so. It is important to know that often the social distance between highly privileged and under-privileged children in other countries is greater than the distance between them and our young people.

LEWIS B. CURTIS

State University of New York  
College of Education at Oneonta

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**The Cave of Spears.** By Lester DelRay. (Alfred A. Knopf. \$2.75) (Grades 5-8).

Kayoda faced problems of growing up as his New Stone Age tribe moved through Europe seeking new hunting grounds and grudgingly accepting some changes. Changes included a dog in the tribe and the growing of crops. Well written, fairly exciting story.

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JULY 29: fly to Treviso; drive to Venice, Padua, Ferrara, Ravenna, Florence, Pisa, Volterra, S. Gimignano, Siena, Arezzo, Perugia, Assisi, Todi, Orvieto, Viterbo, Rome, Ostia and Tivoli;

AUGUST 10: fly to Zurich; drive along the Lake of 4 Cantons, on the Axen Road, up the Schollenen Gorge, over the Furka Pass, past the Rhone Glacier to Brig and down the Rhone valley to Geneva;

AUGUST 13: cross the French Alps to Valence; Orange, Avignon, Les Baux, Arles, Tarascon, Pont-du-Gard, Nimes, Montpellier, Carcassonne, Toulouse, Moissac, Cahors, Les Eyzies and Montignac (CRO-MAGNON CAVE PAINTINGS), Perigueux, Angouleme, Poitiers, Tours, the Chateaux of the Loire valley, Chartres, Versailles and Paris;

AUGUST 23: fly to London; visit Windsor, Hampton Court, Knole House, Canterbury, Rochester; drive to Winchester, Stonehenge, Salisbury, Wilton House, Glastonbury, Wells, Longleat House, Gloucester, Chipping Campden, Kenilworth, Warwick, Stratford (PLAY IN THE MEMORIAL THEATER), Compton Wynates, Oxford; fly back to New York, land on Sept. 1.

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**The Witch of Blackbird Pond.** By Elizabeth G. Speare. (Houghton Mifflin, \$3.00) (Grades 6-9)

Kit, brought up in Barbados, was poorly prepared for the grim Puritan life in Connecticut in 1687; and her one friendship with an understanding Quaker woman led to a trial for witchcraft. Detail is realistically presented in this absorbing story. Newbery Award.

**A Spy in Old Philadelphia.** By Anne Emery. (Rand, McNally, \$2.95) (Grades 5-7)

Through the activities of fourteen-year-old Johnny and his family, the reader catches a feeling of the emotions and problems of people during the Revolutionary War. Fast reading adventure story based on historic facts.

**The Cabin Faced West.** By Jean Fritz. (Coward-McCann, \$3.00) (Grades 3-5)

Pleasing family story set in western Pennsylvania in 1784. Ann decided she didn't like pioneer life. Then General Washington helped her to see a bright side of pioneering.

**Chingo Smith of the Erie Canal.** By Samuel H. Adams. (Random House, \$2.95) (Grades 5-8)

Suspenseful action story in which Chingo

Smith made up his mind to be a canal boat captain even before the canal was finished. Starting as a hoggee, Chingo worked and fought his way to become the youngest captain on the canal.

**The Cabin at Medicine Springs.** By Lulita C. Pritchett. (Watts, \$2.95) (Grades 5-7)

The author's ancestors were settlers at Medicine Springs, Colorado. This authentic story of the summer of 1879, when the Utes rebelled against the whites, pictures day-to-day activities as well as some of the dangers of pioneer life.



### III. EDIT-BITS

... Alfred Duggan, author of *King Pontus* and *Winter Quarters*, continues his exploration of Roman legend and history with *Children of the Wolf*, a novel about the founding of Rome (Coward McCann, \$3.95). From the moment when Remus' skull is split by a mattock until the end of the tale when Macro declares "our descendants will rule the world," the book is marked by Mr. Duggan's highly readable style and vivid imagination. Critic Charles A. Brady was accurate, indeed, when he said of Mr. Duggan's writing: "His



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most characteristic work might be likened to a good, but unobtrusive, table wine of the dry, clear variety.

. . . The publication of Howard H. Quint's *Profile in Black and White, A Frank Portrait of South Carolina* (Public Affairs Press, \$4.50) involved far more than the usual amount of sacrifice on the part of the author. Professor Quint had been a member of the faculty of the University of South Carolina for eleven years. Although he believed that his book should be published, he did not wish to cause embarrassment to his university, and therefore resigned his position prior to the publication of his work!

. . . In *New Horizons of Higher Education* (Public Affairs Press, \$2.50), John Rowe Workman presents a stimulating description of Brown University's experimental curriculum called the "Identification and Criticism of Ideas." At a time when some critics of modern education are demanding the establishment of a rigid educational system, it is good to hear that "the search for the ideal curriculum in school and college is a continuing process."

. . . *Contemporary Civilization* (Scott, Foresman, \$1.75), a periodic overview of significant events and trends of the present, is history without

hysteria and interpretation without interpolation. In nearly every respect, it is an extremely promising publishing venture.

. . . *The Nature and Function of International Organization* by Stephen S. Goodspeed (Oxford University Press, \$7.25) includes a thorough, realistic, and perceptive analysis of the United Nations. Professor Goodspeed's excellent sections on "Political, Legal, and Administrative Problems" and "Welfare and Trusteeship" will be invaluable to anyone seeking to understand the functioning of the United Nations Organization. . . . Finally, a new printing of John F. Embree's *Suye Mura, A Japanese Village* (University of Chicago Press, \$5.00) reminded this reviewer that Dr. Embree had not only written a fine book but also a most unusual dedication page:

"To the memory of Keisuke Aiko—scholar gentleman, and good judge of wine—who with tragic fitness was the first citizen of Suye to die for the machine age. When returning home one evening in November, 1937, from Menda Town on his three-wheel motorcycle, he collided with the Hitoyoshi-Yunomae train. That day Suye lost her first motor transportation and her most promising son—and the writer of his book lost his best friend in Japan."

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